

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates:

- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices
- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Articulate reactions to the elements and aesthetic qualities of musical performance using musical terminology and movement

Evidence Outcomes

Students can:

- a. Use specific music terminology in discussing individual preferences for music
- b. Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music
- c. Identify how musical elements communicate ideas or moods

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can movement reflect the expressive qualities of music?
2. How does music affect emotions and feelings in general?
3. How are passive and active listening different?

Relevance and Application:

1. Appropriate audience behavior relies on an individual's self-direction ability, the ability to discern the role of an audience (e.g. some performances encourage audience participation, some performances require active listening), and the willingness to submit individual desires to the need for consideration of the experience of others.
2. Audiences have varying purposes throughout society. (Athletic events encourage audience noise. Political audiences express their agreement or disagreement in various ways. Formal presentations expect restraint and applause.)
3. A common and specific musical vocabulary is important when discussing the evaluation of music works and performances or in defending individual musical preferences.

Nature of Music:

1. Music may be experienced passively or actively as a listener.

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Prepared Graduates: <ul style="list-style-type: none">➤ Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

Grade Level Expectation: Second Grade

Concepts and skills students master:
3. Demonstrate increased awareness of music in daily life or special events

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Recognize and demonstrate interest in creating, performing, and moving to musicb. Recognize and demonstrate interest in listening to several types of musicc. Describe music from various cultures in general termsd. Explain their own cultural and social interests in music	Inquiry Questions: <ul style="list-style-type: none">1. How often do people listen to and move to music for enjoyment?2. How does a favorite song make a person feel?3. Why is it important to experience a variety of music from different cultures?4. How do individuals experience music in different ways? Relevance and Application: <ul style="list-style-type: none">1. Articulating uses of music in a local community, family, or culture can be done through researching societal trends and influences.2. The importance of music goes beyond entertainment and is used to express such things as strong emotions and celebrations, and to document important events in history.
	Nature of Music: <ul style="list-style-type: none">1. Music provides societal and cultural connections that are unique to individuals.