

Unit/Topic Title: **Aesthetic Valuation of Music**

Estimated Time (When): **1st Trimester** (approximately 13 weeks)

Standard(s): 4. Aesthetic Valuation of Music	
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 Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations 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: <ul style="list-style-type: none"> Demonstrate respect for individual, group, and self-contributions in a musical setting (4.1) Articulate reactions to the elements and aesthetic qualities of musical performance using musical terminology and movement (4.2) 	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> Recognize and demonstrate appropriate audience behavior in a live performance (4.1.a) Contribute to a group effort by of listening to and discussing music (4.1.b) Contribute to a group effort by of making music and reflecting on the performance (4.1.c) Articulate ideas about holding and respecting musical preferences (4.1.d) 	Inquiry Questions: <ul style="list-style-type: none"> When is it appropriate or not appropriate to talk while music is being heard? Why is it important to listen respectfully to live performances? How does an individual contribute to effective music-making? How can movement reflect the expressive qualities of music? How does music affect emotions and feelings in general? How are passive and active listening different? Relevance and Application: <ul style="list-style-type: none"> Understanding situations where music is the focus of attention and contrasting it with situations where music is a secondary element is one example of how music is adjusted to its role in the texture of an overall project.

<ul style="list-style-type: none"> • Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music (4.2.b) 	<ul style="list-style-type: none"> • Reactions of listeners during a presentation of live music as opposed to recorded music vary because of the societal expectations of each situation. • Individuals make choices about musical preferences based on many reasons, such as family preferences, popular media, and a wide or limited exposure to diverse forms of music. • 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. • 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.) • A common and specific musical vocabulary is important when discussing the evaluation of music works and performances or in defending individual musical preferences. <p>Nature of Music:</p> <ul style="list-style-type: none"> • Music is an art that deals specifically with sound, so it is important to assist in providing an environment that is conducive to focused listening. • Musical choices may be made on the basis of both musical and nonmusical • criteria. • Music may be experienced passively or actively as a listener.
---	--

Essential Vocabulary
Applause, audience, listening, performers
Assessments
<ul style="list-style-type: none"> • 4.1.a Recognize and demonstrate appropriate audience behavior in a live performance • 4.1.b Contribute to a group effort by of listening to and discussing music • 4.1.c Contribute to a group effort by of making music and reflecting on the performance • 4.1.d Articulate ideas about holding and respecting musical preferences

- [4.2.b Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music](#)

Instructional Resources

- Spotlight on Music Grade 2 Teacher Book; grade level CDs