



Unit Planner: Unit 4: Music Around the World

Music 1

*Archdiocesan Essential Curriculum / 2021-2022 / Grade 1 / Visual & Performing Arts / Music 1 (BP) / Week 28 - Week 37

Unit 4: Music Around the World

Stage 1: Desired Results	
General Information In this unit, we explore different music throughout the world. What type of instruments are used? Styles of singing?	Essential Question(s) - How do people all around the world use music in their everyday lives? - What occasions do people in other parts of the world celebrate with music?
Enduring Understandings and Knowledge Students will understand: - Music is universal - People in other parts of the world use different instruments and sounds to express themselves musically - People celebrate different holidays and occasions in other parts of the world - Musical elements such as rhythm, pitch and melody are present in all music	Skills Students will be able to: - Sing songs, and listen to music from other countries and cultures - Compare and contrast musical styles from different parts of the world - Identify other countries and their musical traditions - Identify instruments used in other countries - Experience traditional performances and dances from many different countries/cultures
Connections to Catholic Identity / Other Subjects Religion - how people in other parts of the world celebrate religious holidays Social Studies - geography - location of different countries on the globe, maps	Vocabulary folk music traditions folk dances
Standards & Frameworks Addressed MD: Fine Arts: Music (2017) MD: Pre-K - 2	
Presenting Anchor Standard 4 Analyze, interpret, and select artistic work for presentation. Enduring Understanding: - Performers' interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire. - Analyzing creators' context, and how they manipulate elements of music, provides insight into their intent and informs performance. - Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question: - How do performers select repertoire? - How does understanding the structure and context of musical works inform performance? - How do performers interpret musical works? E:P-2:3: Demonstrate awareness of artistic qualities when performing musical ideas.	
Responding Anchor Standard 7 Perceive and analyze artistic work.	

Enduring Understanding:

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question:

- How do individuals choose music to experience?

I:P-2:1: Select music and describe how personal interests and experiences influence musical choice.

E:P-2:1: In response to teacher prompts, describe the use of musical elements and contexts.

Anchor Standard 8 Interpret intent and meaning in artistic work.**Enduring Understanding:**

- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question:

- How do we discern the musical creators' and performers' expressive intent?

E:P-2:1: When listening to music, identify the musical elements in the performance and show through drawing, writing, or discussion how they may reflect the creative intent.

Connecting**Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art.****Enduring Understanding:**

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question:

- How do musicians make meaningful connections to creating, performing, and responding?

I:P-2:1: Describe how personal interests and experiences, including familial, cultural, and environmental experience, may relate to musical choices when creating, performing, and responding to music.

I:P-2:2: Identify and document ways to make music outside of school and/or music class, including after-school programs and extracurricular opportunities.

Anchor Standard 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**Enduring Understanding:**

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question:

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

I:P-2:1: Describe how music can be a part of personal daily life experiences.

I:P-2:2: Describe the role of music in other people's daily lives.

I:P-2:3: Describe the relationships of music to other arts subjects in school.

E:P-2:2: With teacher guidance, connect music to other people's personal experiences when creating, performing, or responding to music.

E:P-2:4: Compare and contrast cultural purposes for composing, listening and performing, by examining music from other times and places.