

UNIT 4 – HISTORY AND CULTURE – 10 DAYS

<p>Established Goals:</p> <p>Students will compare and contrast cultures and will determine how music is a part of culture. They will learn about the lives of composers to better understand their music.</p> <p>Standards</p> <p>. Music represents the culture and circumstances in which it was created. Present day music is affected by past music and cultures. Studying the lives of composers helps to gain an understanding of their music.</p> <p>1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as</p>	Transfer	
	<p><i>Students will be able to:</i></p> <p>identify how musicians/composers are affected by past and present cultures.</p> <p>compare and contrast culturally and historically diverse works that evoke emotion and communicate cultural meaning.</p> <p>identify aesthetic qualities of exemplary music and identify the characteristics of the artists who created them.</p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	<p>Music reflects the culture in which it was created.</p> <p>Composers and musicians are affected by past composers and music.</p>	<p>What can music tell us about the people who created it?</p> <p>How is music affected by culture?</p>
Acquisition		

<p>artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</p>	KNOWLEDGE	SKILLS
	<i>Students will understand...</i>	<i>Students will be skilled at...</i>
	music of various styles and eras.	<p>identifying how musicians/composers are affected by past and present cultures.</p> <p>comparing and contrasting culturally and historically diverse works that evoke emotion and communicate cultural meaning.</p> <p>identifying aesthetic qualities of exemplary music and identifying the characteristics of the artists who created them.</p>

Vocabulary		Instruction and Pacing (suggested order to teach)	
<p>Composers</p> <p>Style</p> <p>era</p>		<p>Composers:</p> <ul style="list-style-type: none"> ○ Contrast background information about composers. ○ Discuss meaning of music as it relates to composers lives (if known). ○ Explore similarities/difference in music from composers. 	
		<p>Cultural:</p> <p>Explore music of various cultures through audio recordings, visual performances, and</p>	

		available instruments.	
		○ Create and perform in style of culture.	

Resources

1. District approved textbook
 2. CDs/Tapes/Videos/DVDs
 3. Instruments
 4. Computers/Technology

Technology will be integrated into the education process by creating an environment that allows all students to have optimum personal and educational growth through the infusion of appropriate technology within the music block. All students have opportunities to develop technology skills that support

learning, personal productivity, and decision-making. Students are presented with a range of learning activities that allows for individual and group work. In becoming technologically proficient, students develop skills over time through integrated activities.

Any infusion of technology is contingent, but not limited, to the following: availability of technology, classroom logistics and administrative support.

Differentiation and Accommodations

Each objective is accomplished for the special education student just as for the general education student. As required, the material will be modified to conform to each student's IEP.

Each objective is accomplished for the bilingual education student just as for the general education student. As required, for the bilingual education student, the material must be presented in the language/learning style which the student understands. As the bilingual student masters the English language, a transition in teaching occurs via several strategies; the teacher instructs using more English in accordance with the ability of the student to comprehend and the student is mainstreamed for those classes in English where he/she is able to succeed.

21st Century Skills

Creativity

Innovation

Performance Task

Title: Composer Central

Students will compare and contrast music from different composers/eras.

Cultural concentration:

Students will perform and create music in various cultural styles. Students will explore how music reflects cultural traditions.

ASSESSMENTS

Formative Assessments:

1. Daily Class Participation
2. Daily Classroom Discussion
3. Selected Homework Assignments
4. Extended Class Participation
5. Performance Participation

Summative Assessments

1. Unit Test, Quizzes & Project