



**VALWOOD**

*GO BEYOND*

**Third Grade Music Curriculum**

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## 3<sup>rd</sup> Grade Music Overview

Course Description		Topics at a Glance	
<p>The third-grade music course introduces students to elements of harmony, traditional music notation, and instrument families. The relationship between music and math takes center stage as fractions and ratios are introduced in the study of time signatures and increasingly complex rhythms.</p>		<ul style="list-style-type: none"> <li>• Perform extended melodic and harmonic patterns</li> <li>• Perform from music notation</li> <li>• Improvise phrases and patterns</li> <li>• Identify tone colors</li> <li>• Notate music</li> <li>• Comprehend melodic and harmonic patterns</li> <li>• Analyze form</li> <li>• Identify music preferences</li> <li>• Discuss music of diverse cultures</li> <li>• Respond to and evaluate musical elements</li> <li>• Demonstrate expressive elements</li> </ul>	
Assessments		Literacy Connections	
<ul style="list-style-type: none"> <li>• Pre-assessments</li> <li>• Checks for understanding</li> <li>• Observations/anecdotal records</li> <li>• Self and peer assessments</li> <li>• Personal reflections</li> </ul>		<p><b>Oral Expression and Listening</b></p> <ol style="list-style-type: none"> <li>1. Oral communication is used both informally and formally               <ol style="list-style-type: none"> <li>a. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>b. Speak clearly, using appropriate volume and pitch for the purpose and audience</li> <li>c. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details</li> <li>d. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li> <li>e. Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details</li> </ol> </li> <li>2. Successful group activities need the cooperation of everyone               <ol style="list-style-type: none"> <li>a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</li> </ol> </li> </ol>	
Grade Level Expectations			
Standard	Big Ideas in Third Grade (Grade Level Expectations)		
1. Expression of Music	<ol style="list-style-type: none"> <li>1. Perform from memory and use simple traditional notation</li> <li>2. Perform extended rhythmic, melodic, and harmonic patterns</li> </ol>		
2. Creation of Music	<ol style="list-style-type: none"> <li>1. Short musical phrases and patterns</li> <li>2. Notate music using basic notation structure</li> </ol>		
3. Theory of Music	<ol style="list-style-type: none"> <li>1. Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary</li> <li>2. Analyze simple notational elements and form in music</li> <li>3. Identify vocal and instrumental tone colors</li> <li>4. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns</li> </ol>		
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> <li>1. Identify personal preferences for specific music</li> <li>2. Respond to, and make informed judgments about, music through participation, performance, and the creative process</li> <li>3. Articulate music's significance within an individual musical experience</li> </ol>		
		<p><b>Research and Reasoning</b></p> <ol style="list-style-type: none"> <li>2. Inferences and points of view exist               <ol style="list-style-type: none"> <li>a. Recognize that different sources may have different points of view</li> <li>b. Assess points of view using fairness, relevance, and breadth</li> </ol> </li> </ol>	

## 1. Expression of Music

The Expression of Music is the demonstration of human thought and emotion through the medium of performance, which is a product of knowledge and skills gained in the study of music.

### Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Expression of Music Standard:**

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

<b>Content Area: Music - Third Grade</b>	
<b>Standard: 1. Expression of Music</b>	
<b>Prepared Graduates:</b> Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles Demonstrate the expressive elements of music - including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form - through voice, musical instruments, and/or the use of electronic tools	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 1. Perform from memory and use simple traditional notation	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> a. Use correct vocal and instrumental techniques when singing and playing instruments (DOK 1-2) b. Recognize and follow conductor's beat patterns and gestures (DOK 1-3) c. Perform expressively for peers in a large or small group setting (DOK 1-3) d. Play and sing simple notated melodies (DOK 1-2) e. Sing a round on pitch in a vocal ensemble f. Performs songs from diverse times, cultures and traditions	<b>Inquiry Questions:</b> 1. Why is it important for ensembles to work as a team? 2. Why is it important to understand conducting patterns? 3. How does identifying patterns help with memorization?
	<b>Relevance and Application:</b> 1. Following a conductor's beat leads to a synthesis of visual and auditory stimuli. 2. Understanding the physiological aspects of correct posture, breathing, and technique leads to an understanding of the biological aspects of good music production. 3. Music software can be used to assist in memorization. 4. Performance skill can be isolated and adjusted using audio and/or video devices to record, compare, and/or evaluate the result of different techniques.
	<b>Nature of Discipline:</b> 1. Musicality is the ability to perform and respond to music in meaningful way

<b>Content Area: Music - Third Grade</b>	
<b>Standard: 1. Expression of Music</b>	
<b>Prepared Graduates:</b> Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles Demonstrate the expressive elements of music - including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form - through voice, musical instruments, and/or the use of electronic tools	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 2. Perform extended rhythmic, melodic, and harmonic patterns	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> a. Perform more complex patterns that include do, re, mi, sol, la, high do, low sol, and low la (extended pentatonic scale) and sixteenth and dotted half notes (DOK 1-2) b. Perform rhythmic and melodic ostinati in small groups (DOK 1-3) c. Perform a steady beat while contrasting rhythms are being played (DOK 1-2) d. Perform I-V accompaniments in simple keys (DOK 1-2)	<b>Inquiry Questions:</b> 1. How are beat and rhythm different? 2. Why is repetition and/or pattern important in music?
	<b>Relevance and Application:</b> 1. Recognizing that patterns occur in music as in other parts of life builds the ability to find connections in the world. 2. Identifying patterns in music from various cultures, historical periods, genres, and styles enables listeners to find similarities and differences in each. 3. Music software companies develop programs and electronic keyboards that allow a solo, novice performer to create more complex rhythmic and harmonic musical phrases and compositions.
	<b>Nature of Discipline:</b> 1. Basic music reading skills are necessary to become a literate musician.

## 2. Creation of Music

The Creation of Music involves the demonstration of learned skills in the composition, improvisation, and arranging of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece of music.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Creation of Music Standard:**

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

<b>Content Area: Music - Third Grade</b>	
<b>Standard: 2. Creation of Music</b>	
<b>Prepared Graduates:</b> Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 1. Create short musical phrases and patterns	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> a. Improvise four measures within a musical selection (DOK 2-3) b. Create short rhythmic and melodic ostinati in question-and-answer form (DOK 2-4)	<b>Inquiry Questions:</b> 1. How is question and answer form used in various styles of music? 2. How is improvisation used in other disciplines? 3. How is creating a new musical phrase similar to or different from creating a new solution in science?
	<b>Relevance and Application:</b> 1. Using software and other tools of technology to improvise short musical segments within existing tunes provides opportunities to experience success in creating basic musical phrases. 2. Using developmentally appropriate movements to improvise with music helps illustrate the expressive elements in music 3. Creating new music or improvising within music requires risk taking and critical-thinking abilities.
	<b>Nature of Discipline:</b> 1. Creating music is a form of self-expression.

<b>Content Area: Music - Third Grade</b>	
<b>Standard: 2. Creation of Music</b>	
<b>Prepared Graduates:</b> Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 2. Notate music using basic notation structure	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Create phrases using learned rhythms and pitches on a treble clef staff (DOK 2-4)</li> <li>b. Apply teacher-defined criteria to determine accuracy of notation (DOK 1-2)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why is it important to use specific criteria when notating?</li> <li>2. How is specific criteria in notation similar to specific criteria in writing?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Using software and other technology tools to create treble clef phrases provides assistance to novice learners to successfully notate music.</li> <li>2. Comparing elements of rhythm and pitch in existing treble clef phrases leads to a fundamental understanding of basic structure in music.</li> <li>3. Recognizing basic notation structure in music can be transferred to one's ability to write a structured sentence in literature, which provides the understanding that music is a language.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Musicians rely on knowing and understanding various notations and terms to write and create music.</li> </ol>



### **3. Theory of Music**

The Theory of Music focuses on the understanding of the distinctive language, conventions, mechanics, and structure of music. Investigation of music theory allows for a more complete understanding of all aspects of the musical process, including musical performance and composition.

#### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Theory of Music Standard:**

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form
- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

<b>Content Area: Music - Third Grade</b>	
<b>Standard: 3. Theory of Music</b>	
<b>Prepared Graduates:</b> Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form	
<b>Grade Level Expectation</b>	
<b>Concepts and skills students master:</b> 1. Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Apply vocabulary for pianissimo/fortissimo, largo/allegro, and legato/staccato when describing musical examples (DOK 1-2)</li> <li>b. Demonstrate pianissimo/fortissimo, largo/allegro, and legato/staccato using movement, voice, and instruments (DOK 1-2)</li> <li>c. Explain the function of the top number of a time signature involving two, three, and four beats. (DOK 1)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How do changes in tempo, dynamics, and articulation affect the mood of music?</li> <li>2. When people listen to a piece of music, what are they listening for?</li> <li>3. How much freedom should conductors have when presenting a musical work?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Mass media employs varying uses of dynamics, tempo, meter, and articulation when the goal is to draw attention to something.</li> <li>2. Electronic keyboards are tools to demonstrate dynamics and articulation and provide rhythm styles that are in duple or triple meter.</li> <li>3. Articulation in music mirrors the skill for articulation in speech and theatre productions and requires precise diction and clarity.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Expressive elements enhance musical performance.</li> </ol>

<b>Content Area: Music - Third Grade</b>	
<b>Standard: 3. Theory of Music</b>	
<b>Prepared Graduates:</b> Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 2. Analyze simple notational elements and form in music	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Visually identify line and space notes and notate pitches on the treble clef staff (DOK 1)</li> <li>b. Aurally identify question-and-answer phrases (DOK 1)</li> <li>c. Aurally identify rondo form (DOK 1-2)</li> <li>d. Accurately interpret first and second endings (DOK 1-2)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What makes a composition interesting?</li> <li>2. How will being able to identify notational elements help in music-making?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Various musical styles easily recognizable in society (such as marches, lullabies, holiday music) use simple notational elements and form.</li> <li>2. American folk music and music of other cultures employ simple notational elements and form because they were shared in the aural tradition and needed to be easily remembered.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Musical compositions have a specific structure that is defined by the use of elements.</li> </ol>

<b>Content Area: Music - Third Grade</b>	
<b>Standard: 3. Theory of Music</b>	
<b>Prepared Graduates:</b> Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form	
<b>Grade Level Expectations</b>	
<b>Concepts and skills students master:</b> 3. Identify vocal and instrumental tone colors	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Identify families of instruments visually and aurally (DOK 1)</li> <li>b. Differentiate male and female voices in choral settings (DOK 1)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why does each voice and instrument sound different?</li> <li>2. Why do others have different music preferences?</li> <li>3. How is music used in community events and celebrations?</li> <li>4. How do different styles of music affect audience response?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Technology and mass media provide global examples of families of instruments and varying vocal and instrumental tone colors.</li> <li>2. Musicians and composers rely on varying tone colors to provide rich, layered effects for the listener.</li> <li>3. Similarities and differences can be identified between the use of color in visual arts and music.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Unique tone qualities are found in varying styles and genres of music.</li> </ol>

<b>Content Area: Music - Third Grade</b>	
<b>Standard: 3. Theory of Music</b>	
<b>Prepared Graduates:</b> Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 4. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Identify and demonstrate do, re, mi, sol, la, high do, low sol, and low la pitches (extended pentatonic scale) (DOK 1-2)</li> <li>b. Identify and notate using sixteenth and dotted half notes (DOK 1-2)</li> <li>c. Aurally and visually recognize I-V chords (DOK 1-3)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How does identifying melodic and rhythmic patterns improve performance skills?</li> <li>2. What does harmony add to music?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (such as mathematics, history, visual art and design, architecture, science).</li> <li>2. Music from various cultures is identified through its unique and specific melodic, rhythmic, and harmonic patterns</li> <li>3. Mass media chooses examples of music from various genres and styles to achieve desired melodic, rhythmic, and harmonic patterns.</li> <li>4. There are definite mathematical components of 16th notes and dotted half notes that represent a fundamental understanding of fractions.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Music notation is a visual representation of organized sound and silence.</li> <li>2. Patterns occur in music and in the world.</li> </ol>

#### **4. Aesthetic Valuation of Music**

The value of music focuses on the knowledge needed to make an informed evaluation and to provide a well-thought-out critique about a musical piece. It also addresses the beauty, heart, and soul: the aesthetics of music. Valuing music will permit individuals to distinguish between a scholarly and an individual judgment of music.

##### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

##### **Prepared Graduate Competencies in the Aesthetic Valuation of Music Standard:**

- 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
- 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
- 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

<b>Content Area: Music - Third Grade</b>	
<b>Standard: 4. Aesthetic Valuation of Music</b>	
<b>Prepared Graduates:</b> 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 Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 1. Identify personal preferences for specific music	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> a. Use simple terms to describe preferences (DOK 1-2) b. Demonstrate how music communicates meaning of text, feelings, personal preferences, etc. (DOK 1-3) c. Demonstrate respect for the music preferences and opinions of others (DOK 1-2)	<b>Inquiry Questions:</b> 1. Why do individuals prefer certain styles of music? 2. What is the correlation between liking a work and the importance of a work? 3. What is involved in respecting the opinions of others about music preferences?
	<b>Relevance and Application:</b> 1. The ability to verbalize individual preferences in music can be used to assess the success of music education in developing musically literate students. 2. Respect for others' opinions and preferences exemplify a fundamental respect for others and provides context on how varying cultures and societies come to view the importance of music.
	<b>Nature of Discipline:</b> 1. Individual experiences and personality traits play an important role in developing personal preferences for music. 2. Experiences with a variety of musical styles can develop a broader appreciation for music and an expanded range of personal preferences.

<b>Content Area: Music - Third Grade</b>	
<b>Standard: 4. Aesthetic Valuation of Music</b>	
<b>Prepared Graduates:</b> 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 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	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 2. Respond to and make informed judgments about music through participation, performance, and the creative process	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> a. Select and use specific criteria in making judgments about the quality of a musical performance (DOK 1-3) b. Create developmentally appropriate movements to express pitch, tempo, form, and dynamics (DOK 2-4) c. Describe how specific musical elements communicate particular ideas or moods in music (DOK 1-3) d. Explain the function of a music synthesizer and some of its capabilities (DOK 1-2)	<b>Inquiry Questions:</b> 1. Why is it beneficial to experience a wide variety of musical styles as a listener and a performer? 2. Why is it important to have a variety and diversity of musical styles available to society? 3. How can appropriate music vocabulary help in discussing musical evaluation with others?
	<b>Relevance and Application:</b> 1. The information literacy skills required to access and evaluate various musical performances include research, source discernment, and verification of authenticity. 2. Assisting others in developing a wider musical vocabulary and library builds deeper conviction and rationale for personal preferences. 3. Comparing two audio or video recordings of performances of the same musical work by the same performer builds skill in articulating general perceptions in musical terms.
	<b>Nature of Discipline:</b> 1. The ability to create sounds through synthesis without traditional instruments widens the possibilities for music creation and production. 2. No two live performances are ever exactly the same, either in technical or aesthetic aspects.



<b>Content Area: Music - Third Grade</b>	
<b>Standard: 4. Aesthetic Valuation of Music</b>	
<b>Prepared Graduates:</b> 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 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	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 3. Articulate music's significance within an individual musical experience	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> a. Explain how music speaks to every person in unique ways (DOK 1-3) b. Develop and articulate an understanding of the aesthetic qualities of music performed or heard (DOK 1-4) c. Identify differences and commonalities in music from various cultures (DOK 1-3) d. Discuss reasons that different kinds of music are important to people (DOK 1-2) e. Explain the purpose of an amplifier, microphone, and speakers and how they work together to reinforce acoustic sounds in music performance (DOK 1-2)	<b>Inquiry Questions:</b> 1. What do people look for when choosing music for enjoyment? 2. What cultural music would be considered most appealing?
	<b>Relevance and Application:</b> 1. Determining the sources of live music in the community creates informed consumers and gives insight into the musical preferences of a local culture. 2. Articulating the importance of music in a family or cultural heritage creates an appreciation for how individuals contribute to local communities and influence the availability of musical experiences within the community. 3. Understanding the use of technology in performances by local live groups or video recordings of performances provides insight into the influence of technology on the musical culture in local communities.
	<b>Nature of Discipline:</b> 1. Music's place in the lives of individuals is unique because it depends on personal background, preference, and experience.