



VALWOOD

GO BEYOND

Vocal Music Curriculum

Vocal Music Course Overview

Course Description		Topics at a Glance
<p>The aim of the vocal class at Valwood is to expose interested students to different genres of music from Classical to Broadway, as well as appropriate Pop repertoire. Good vocal technique including comprehensive breathing exercises will be practiced daily along with three to four part choral harmonies: SAB, SATB, SSA and TTBB. Students will be given opportunities throughout the year to perform for various school events, as well as compete at Literary Meet in all music events.</p>		<ul style="list-style-type: none"> Perform Music Sight Sing Music Understand Modalities Improvise Music Identify Meters Notate Music Analyze Music Critique Music Describe Music Harmony and Theory Fundamentals Understanding and identify major and minor scales
Assessments		Effective Components of a High School Choir Director
<ul style="list-style-type: none"> Pre-assessments Checks for understanding Observations/Anecdotal Records Student questions/comments Personal reflections Teacher questions and prompts Performance task (planning, in-progress, final) Critiques (group discussion, written reflection, in-progress) Peer assessments Self assessments Non-CSAP Music Assessments 		<ul style="list-style-type: none"> Actively engages and motivates students in the process of learning all grade level music concepts and skills while differentiating music instruction to meet wide range of student needs Models accurate and artistic musical technique and demonstrates excellent rehearsal strategies through the selection of challenging, yet realistic literature Provides opportunities for individual and multiple groupings of singers to perform in front of a live audience Integrates music with other content areas with an emphasis on history, culture, literacy, and technology Assesses all standards frequently and provides adequate feedback for improved performance quality Collaborates effectively with colleagues in and outside of the music field
High School Level Expectations		
Standard	Big Ideas (Grade Level Expectation)	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform music in three or more parts accurately and expressively at a minimal level of 2 to 3 on the difficulty rating scale 2. Perform music accurately and expressively at the minimal level of 1 to 2 on the difficulty rating scale at the first reading 3. Demonstrate contrasting modalities through performance 	
2. Creation of Music		
3. Theory of Music		
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Evaluation of musical performances and compositions using advanced criteria 2. Articulation of music's role and cultural tradition in American history and society 	

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.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood 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 Valwood performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

Content Area: Music - Vocal Music	
Standard: 1. Expression of Music	
Valwood Graduates: Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement	
Grade Level Expectation Concepts and skills students master: 1. Perform music accurately and expressively demonstrating self-evaluation and personal interpretation at the minimal level of 3 on the difficulty rating scale	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Incorporate all musical symbols, tempo indications, expressive indications, and technical indications, while maintaining consistent tone quality, intonation, balance, blend, diction (vocal), and phrasing b. Demonstrate advanced techniques c. Interpret nontraditional notation symbols d. Select appropriate literature for performance (for solo or small ensemble) e. Describe and defend interpretive judgments f. Explain how self-evaluation has strengthened the performance during the course of preparation 	Inquiry Questions: <ol style="list-style-type: none"> 1. Does musical expression have a language? 2. Why is it important to perform in all genres of music? 3. How would an event in history impact use of expressive musical elements of the time? 4. Why do Asian, African, Native American, Middle Eastern, calypso, and American folk songs have different expressive qualities? 5. Why do performers need to evaluate themselves?
	Relevance and Application: <ol style="list-style-type: none"> 1. Synthesizing several expressive musical elements into one performance gives listeners a rich, memorable, and unique experience. 2. Using music software, musicians can isolate, emphasize, and blend expressive elements in varying ways to change the message of the music to be interpreted in accordance with the musical expressions of varying cultures. 3. Using musical elements helps to interpret the message of the composer. 4. A musician conveys music using emotions and senses as a storyteller conveys a story. 5. Current technologies can be used to support and assist with performance, practice, and evaluation (such as recording performances for evaluating expression and technique).
	Nature of Discipline: <ol style="list-style-type: none"> 1. Musicians believe the craft of music is enhanced through accuracy and expression, which aid in the emotional and intellectual link between the performer and the listener.

Content Area: Music - Vocal Music	
Standard: 1. Expression of Music	
Valwood Graduates: Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and Valwood performances Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles	
Grade Level Expectation Concepts and skills students master: 2. Perform accurately and expressively at the first reading at the minimal level of 2 on the difficulty rating scale	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications, while maintaining consistent tone quality, intonation, balance, blend, and phrasing (vocalists, pitches only) b. Interpret nontraditional notation symbols	Inquiry Questions: 1. Why is sight reading important? 2. How does strong intonation, balance, blend, and phrasing enhance sight reading? 3. Why do nontraditional notation symbols exist?
	Relevance and Application: 1. Sight reading enables musicians to access varying types of music without having to hear it first. 2. Sight reading allows musicians from all backgrounds to play together in impromptu acts of expression. 3. Music software enables a novice musician to sight-read more difficult arrangements of music through playing notes aloud for ear training. 4. When musicians read music from sight, they are using patterns just as mathematicians; scientists, and historians locate patterns to solve problems.
	Nature of Discipline: 1. Musicians with the ability to sight-read are given diverse performing opportunities.

Content Area: Music - Vocal Music	
Standard: 1. Expression of Music	
Valwood Graduates: 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	
Grade Level Expectation Concepts and skills students master: 3. Participate appropriately as an ensemble member while performing music at the minimal level of 3 on the difficulty rating scale	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Adjust tempo, dynamics, and expression, according to the conductor b. Adjust tempo, dynamics, and expression according to other members of the ensemble 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why is it important for musicians to adjust their individual performance to aid in the success of an ensemble performance? 2. How does an ensemble communicate? 3. Does it require more or less musicianship to perform in an ensemble? 4. How does culture play a role in the type of ensembles that are prevalent in society?
	Relevance and Application: <ol style="list-style-type: none"> 1. Engagement in collaboration through ensembles enhances perception and requires persistence in self-monitoring and decision making to work for the benefit of a common, societal goal. 2. Use of ensembles varies depending on the era and culture. 3. Software companies have begun to develop programs that adjust musical elements in real time as the performer adjusts in live performance. 4. Performers access a variety of instrumentations electronically versus hiring and practicing with many instrumentalists.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Ensembles foster collaboration as well as interdependent thought.

Content Area: Music - Vocal Music	
Standard: 1. Expression of Music	
Valwood Graduates: 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	
Grade Level Expectation Concepts and skills students master: 4. Demonstrate requisite performance skill sets appropriate for postsecondary pursuits	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Identify all major and relative minor scales and arpeggios b. Identify augmented or diminished triads, starting on any given pitch c. Produce a characteristic tone d. Demonstrate ability to identify music in other languages (vocal)	Inquiry Questions: 1. Why does each voice and instrument have its own timbre? 2. How does music communicate? 3. How does a general knowledge of tone and form apply to postsecondary pursuits?
	Relevance and Application: 1. Everyone can perform and respond to music in meaningful ways such as speeches, electronic presentations, and live presentations. 2. Mastery of music performance skills can lead to success in other academic disciplines, social activities, mass media pursuits, and several other career pursuits. 3. The persistent study of music develops discipline and resiliency that extends into everyday life. 4. People can use electronic instruments as well as electronic and/or digital audio and video devices to create performances that entertain and communicate with an audience (such as using electronic keyboards or synthesizers, playing or singing with digital audio software to record performance).
	Nature of Discipline: 1. Creating and performing music are forms of self-expression.

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.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood 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

Content Area: Music - Vocal Music	
Standard: 2. Creation of Music	
Valwood Graduates: Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind	
Grade Level Expectation	
Concepts and skills students master: 1. Improvise a stylistically appropriate vocal or instrumental solo over a given pattern of harmonic progressions	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Play and/or sing individually or in ensembles, employing appropriate harmonic and non-harmonic tones in relationship to chords Play in rhythmically appropriate style (such as swing eighth notes if playing bebop style) Play extended cohesive musical ideas, not fragments, paced and shaped appropriately according to length of given solo Vary musical material when re-approaching same harmonic progressions (improvises rather than composes) 	Inquiry Questions: <ol style="list-style-type: none"> What is the meaning of "stylistically appropriate"? How do jazz musicians learn to choose pitches that are integrated into harmonic configurations? How does a performer develop a sense of what is appropriate in terms of rhythm, pitch, and style?
	Relevance and Application: <ol style="list-style-type: none"> Spontaneously creating music within various styles allows performers and composers to be relevant to a variety of audiences in a variety of settings. Understanding composers from different eras allows students to create music in multiple genres, thereby improving their understanding of relevant history. Composing in various genres allows students to realize the historical and cultural significance of music. Accessing recordings and Internet sources of historically authentic performances gives students a unique perspective and basis for comparison of today's culture. Using music software to support or enhance vocal and instrumental improvisation in various styles and harmonic progressions provides opportunities for musical experiences outside the classroom. Demonstrating adaptability by changing strategies when necessary to achieve success transfers to critical abilities in other disciplines and life pursuits.
	Nature of Discipline: <ol style="list-style-type: none"> Musical improvisation provides for increased freedom of expression, exploration in multiple genres of music, encourages creativity, and improves self-confidence.

Content Area: Music - Vocal Music	
Standard: 2. Creation of Music	
Valwood Graduates: 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	
Grade Level Expectation Concepts and skills students master: 2. Compose complex music in several distinct styles	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Compose music incorporating appropriate voicing and ranges Use a variety of sounds, notational, and technological sources to compose music Notate original musical ideas using traditional notation with a variety of clefs Notate original musical ideas using nontraditional notation, as appropriate 	Inquiry Questions: <ol style="list-style-type: none"> Why is important to understand traditional notation when composing music? How does the element of style affect choices of sounds, voicings, etc.?
	Relevance and Application: <ol style="list-style-type: none"> The ability to create music provides a medium for meaningful self-expression. Understanding the use of traditional notation allows the preservation of original musical ideas for others to use. Understanding how composers make their livelihood leads to respect for copyright laws. Understanding how music applies to a variety of careers enables students to consider nontraditional pathways. Using current technologies expands the possibilities for working with sound and making creative musical decisions.
	Nature of Discipline: <ol style="list-style-type: none"> Musical composition adds to the existing body of artistic works, provides for preservation of unique ideas, and may be used as a means of expression.

Content Area: Music - Vocal Music	
Standard: 2. Creation of Music	
Valwood Graduates: 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	
Grade Level Expectation Concepts and skills students master: 3. Arrange selections for voices or instruments other than those for which they were written in ways that preserve and enhance the expressive effect of the music	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Arrange music incorporating appropriate voicing and ranges Use a variety of sound, notational, and technological sources to arrange music Notate arranged musical ideas using traditional notation with a variety of clefs Notate arranged musical ideas using nontraditional notation, as appropriate 	Inquiry Questions: <ol style="list-style-type: none"> Why is it necessary to understand instrumentation and voicing when arranging music? How is an understanding of traditional notation important to arranging music? How can one devise their own means of notating sound for others to use?
	Relevance and Application: <ol style="list-style-type: none"> Recognizing and manipulating timbre and combinations of sounds allows one to arrange music for a variety of settings and purposes. Comparing an arrangement with the original work develops awareness of how music is used to affect mood and action within society (advertising, patriotism, etc.). Using timbres and combinations of sounds that are used in the music of a specific culture leads to increased awareness of that culture and circumstances surrounding the development of its music. Changing musical elements within music by using various software programs provides a means by which one can manipulate the character or mood of the original work and demonstrate originality and inventiveness in work.
	Nature of Discipline: <ol style="list-style-type: none"> Musicians have an infinite number of choices with regard to combinations of musical elements, all of which have a perceivable affect on the resulting character of the musical product.

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.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood 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

Content Area: Music - Vocal Music	
Standard: 3. Theory of Music	
Valwood Graduates: Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples	
Grade Level Expectation Concepts and skills students master: 1. Interpretation of notated of musical elements and ideas	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Identify musical elements in written form b. Describe the uses of elements of music and expressive devices with appropriate musical vocabulary 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why is it important to understand the different transpositions for various instruments (such as Bb, Eb, C, etc.)? 2. Why is it important to understand varied orchestrations in diverse repertoire? 3. How can mathematical proofs be related to music? 4. Why is it important to know the timbre of each voice and instrument?
	Relevance and Application: <ol style="list-style-type: none"> 1. Being able to transpose allows one to rehearse and perform with other instrumentations. 2. Music technology, such as music notation and sequencing software or interactive music websites, can be used to analyze and produce music notation. 3. Ability to compare and contrast aural examples from various cultures leads to discernment of the unique qualities of the culture. 4. Utilizing accurate musical vocabulary allows people to communicate using the language of music.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Musical sound is organized through the use of musical symbols. 2. Musical understanding requires gathering data through different senses.

Content Area: Music - Vocal Music	
Standard: 3. Theory of Music	
Valwood Graduates: 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	
Grade Level Expectation Concepts and skills students master: 2. Interpretation of notated of musical elements and ideas	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Classify and describe unfamiliar but representative aural examples of music from a given musical genre and explain the reasoning for the classification (such as rock, jazz, classical) Classify and describe unfamiliar but representative aural examples of music from a given musical style and explain the reasoning for the classification (classical or baroque, bebop or swing) Classify and describe unfamiliar but representative aural examples of music from a given musical/historical period and explain the reasoning for the classification (renaissance or baroque, '80s pop or '50s rock) Classify and describe unfamiliar but representative aural examples of music from a given culture and explain the reasoning for the classification 	Inquiry Questions: <ol style="list-style-type: none"> Why should people examine music from cultures other than their own? Why do some cultures not have a word in their native language for music? How can we come to understand the connections of music and society? How does music impact the video and film world?
	Relevance and Application: <ol style="list-style-type: none"> Historically significant events have an impact on current and future music. An understanding of distinguishing characteristics of musical genre allows people to articulate why diversity in music is important. The Internet provides access to various genres and styles of music as well as music from different historical periods and cultures.
	Nature of Discipline: <ol style="list-style-type: none"> The unique uses of musical elements are the determining factors for the cultural and historical origins of a given musical work.

Content Area: Music - Vocal Music	
Standard: 3. Theory of Music	
Valwood Graduates: 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	
Grade Level Expectation Concepts and skills students master: 3. Evaluation of music using critical, informed analysis	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Identify basic elements of written examples of music using appropriate musical vocabulary b. Apply specific criteria from similar or exemplary models in evaluating music of compositions, arrangements, and improvisations	Inquiry Questions: 1. How does one develop the skills to analyze, assess, and evaluate music? 2. What determines someone's criteria when evaluating music? 3. How is personal preference for music developed?
	Relevance and Application: 1. Being able to describe and analyze music gives one a more in-depth understanding of music as a whole. 2. Evaluating compositions enables one to become a better performer. 3. Using appropriate vocabulary helps one successfully participate in various performance activities. 4. Comparing an original work of music with an arrangement of the same piece identifies ways to critique music just as comparisons of adapted works of art, political speeches, or athletic performances are used to critique in society.
	Nature of Discipline: 1. Musical knowledge is broadened through an informed viewpoint. Music evaluation requires a developed understanding of music.

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.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood 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

Content Area: Music - Vocal Music	
Standard: 4. Aesthetic Valuation of Music	
Valwood Graduates: 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 Concepts and skills students master: 1. Practice of appropriate behavior in cultural activities	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Demonstrate respect for the music preferences of others b. Articulate and demonstrate appropriate audience behavior in various kinds of musical performance and music-related events 	Inquiry Questions: <ol style="list-style-type: none"> 1. What is the importance of performing music from different historical periods, cultures, and traditions? 2. How does gaining and applying knowledge of appropriate behavior as an audience member enhance the concert experience for an individual and for others?
	Relevance and Application: <ol style="list-style-type: none"> 1. Historically significant events impact music during the time period and future. 2. Understanding music of different cultures helps people understand the culture as a whole. 3. Understanding that technology may or may not be used in different cultural contexts gives insight to a culture's belief in the function of music and the quality of a natural versus technologically enhanced performance.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Musical activities pertinent to a given culture are illustrative of the people of that culture. 2. Giving attention to and demonstrating respect for those musical activities promote understanding between individuals and ethnicities.

Content Area: Music - Vocal Music	
Standard: 4. Aesthetic Valuation of Music	
Valwood Graduates: 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	
Grade Level Expectation Concepts and skills students master: 2. Practice of appropriate behavior in cultural activities	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Apply specific criteria from similar or exemplary models in evaluating music by others or themselves b. Read and understand professional critiques of musical works and performances	Inquiry Questions: 1. How will evaluating performances help someone become a better musician? 2. What qualifies a specific performance as exemplary? 3. What makes one performance effective over another? 4. What is the relationship between musical criticism and composers/performers?
	Relevance and Application: 1. Using audio or video recordings to critique a musical performance and compare it with an existing professional review of the same performance builds understanding of artistic license and exemplary components of a performance. 2. Reviewing individual progress in the preparation of a performance selection over the full course of the rehearsal cycle, using digital recording technology to make periodic recordings, and making reflective written review of each recording toward improvement of performance reinforce the cyclical nature of critique and evaluation. 3. Participating in musical assessment exchanges, in which individuals partner with others to exchange reviews of music works in progress, to improve performance provides development of interpersonal skills required to make and accept criticism effectively.
	Nature of Discipline: 1. Musical performance skills are improved through the ability to critically evaluate performances. 2. Performing musicians progress and improve through reflective review.

Content Area: Music - Vocal Music	
Standard: 4. Aesthetic Valuation of Music	
Valwood Graduates: 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 Concepts and skills students master: 3. Development of criteria-based aesthetic judgment of the artistic process and products in music	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Develop criteria for making informed aesthetic (personal) judgments about music Make and defend informed aesthetic (personal) judgments based on the criteria developed Discuss, with some understanding, the ideas of aesthetic qualities and aesthetic appreciation 	Inquiry Questions: <ol style="list-style-type: none"> Why is it important to cite specific musical details when making judgments about a piece of music? What kind of personal viewpoints or concerns might prevent an objective aesthetic evaluation of a musical work or performance? Art philosophers argue the difference between the qualities and value of original works of visual art and forgeries or the same works. What issues might be similar in music? Is all music (and art) beautiful?
	Relevance and Application: <ol style="list-style-type: none"> The ability to aesthetically critique music provides a more in-depth understanding of cultural traditions and exemplary works. Reviewing and discussing the ideas that early philosophers like Plato and Aristotle had about the aesthetics of music provide historical and philosophical perspectives on the aesthetics of music. Exploring the place of process, product, and aesthetic content in music creation and performance enhances people's understanding of the meaning of music and its relationship to meaning in life.
	Nature of Discipline: <ol style="list-style-type: none"> Musicians possess the ability to develop and defend opinions about personal musical choices because it is essential to success in musical careers. While many of the basic arguments about the nature of art and beauty began many centuries ago and are still unresolved, it still expands people's understanding of music and the arts to think about these issues.

Content Area: Music - Vocal Music	
Standard: 4. Aesthetic Valuation of Music	
Valwood Graduates: 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 Concepts and skills students master: 4. Knowledge of available musical opportunities for continued musical growth and professional development	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Articulate pathways to further musical education including but not limited to higher education, music production, music business, song-writing, community institutions, music-making with others (interpersonal/friends), personal music-making, and music in everyday life b. Articulate career pathways that encourage musical and artistic qualities for success 	Inquiry Questions: <ol style="list-style-type: none"> 1. When looking at the community, how, when, and why is music used? 2. How does pirating music affect composers' lives? 3. What kinds of opportunities are available for amateur music-making in American community life? 4. What kinds of people are involved in various kinds of community music efforts?
	Relevance and Application: <ol style="list-style-type: none"> 1. Knowing how music affects human emotion, people can program appropriate musical genres for appropriate settings. 2. Understanding how composers earn money for their compositions leads to respect for copyright laws 3. Examining the music industry and career pathways that support music performance, music media, and education provides an understanding of the variety of career opportunities available through music.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Music can provide lifelong learning experiences, enriching lives as an avocation. 2. Music offers many nonperformance and non-instructional careers.