

Music 1

Creating



ESSENTIAL QUESTION

How do musicians conceive and develop new ideas and work?

BIG IDEAS

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Cr.1 (Imagine)
- Musicians' creative choices are influenced by their expertise, context, and expressive intent. Cr.2 (Plan and Make)
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Cr.3 (Evaluate and Refine)
- Musicians' presentation of creative work is the culmination of a process of creation and communication. Cr.4 (Present)
- Relate musical ideas and works with varied context to deepen understanding. Cn.1 (Imagine)
- Synthesize and relate knowledge and personal experiences to make music. Cn.2 (Plan and Make, Present)

GUIDING QUESTIONS

- How do musicians generate creative ideas? Cr.1
- How do musicians make creative decisions? Cr.2
- How do musicians improve the quality of their creative work? Cr.3
- When is creative work ready to share? Cr.4

GRADE LEVEL FOCUS

The focus of this domain is for students to create musical ideas, with limited guidance, using 1st grade musical concepts. Students grow in their ability to create by using movement, voice or instruments in provided tonalities or meters. They will document and organize their ideas. Students will discuss and apply feedback and present the final version.

FOCUS STANDARDS

- Cr.1.1.a (*Imagine*) With **limited** guidance, **create musical ideas (such as answering a musical question)** for a specific purpose.
Blue Valley Benchmark
 - Create musical ideas exploring various sound sources to express ideas, feelings, and basic concepts.
 - Create musical ideas to accompany a story (ex. voice, instrument, movement).
 - Improvise “answers” in the same style to a given rhythmic and melodic “question.”
- Cr.1.1.b (*Imagine*) With **limited** guidance, generate musical ideas **in multiple tonalities (such as major and minor) and meters (such as duple and triple)**.
Blue Valley Benchmark
 - With teacher support, create short musical ideas using movement, voice or instruments (Ex. happy/sad, strong/weak).
- Cr.2.1.a (*Plan and Make*) With **limited** guidance, demonstrate **and discuss personal reasons for selecting musical ideas that represent expressive intent**.
Blue Valley Benchmark
 - Experience aural examples of different musical ideas (Ex. tempo, meter, tonality, articulation or timbre), and discuss why they prefer them.
- Cr.2.1.b (*Plan and Make*) With **limited** guidance, use iconic or standard notation and/or recording technology to **document and organize** personal musical ideas.
Blue Valley Benchmark
 - Document (Ex. pencil and paper, electronically record, manipulatives, or icons) iconic or standard notation in order to organize previously created musical ideas.
- Cr.3.1 (*Evaluate and Refine*) With **limited** guidance, **discuss and apply** personal, peer, and teacher feedback to refine personal musical ideas.
Blue Valley Benchmark
 - Engage in group discussion and apply feedback (Ex. make your voice higher, play that instrument softer) on personal musical ideas.
- Cr.4.1 (*Present*) With **limited** guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or **informal audience**.
Blue Valley Benchmark
 - Perform or present (informal and formal), individually or with others, a student-generated musical creation to an audience, demonstrating 1st grade skills.

SUPPORTING RESOURCES

- First Steps by John Feierabend
- Game Plan by Jeff Kriske and Randy DeLelles
- Making Music by Silver Burdett
- Music Play Online

Performing

ESSENTIAL QUESTION

How do musicians realize artistic ideas and work through interpretation and presentation?

BIG IDEAS

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Pr.1 (Select)
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Pr.2 (Analyze)
- Performers make interpretive decisions based on their understanding of context and expressive intent. Pr.3 (Interpret)
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Pr.4 (Rehearse, Evaluate and Refine)
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and the manner in which musical work is presented influence the audience response. Pr. 5 (Present)
- Relate musical ideas and works with varied context to deepen understanding. Cn.1 (Analyze, Present)
- Synthesize and relate knowledge and personal experiences to make music. Cn.2 (Select, Interpret, Present)

GUIDING QUESTIONS

- How do performers select repertoire? Pr.1
- How does understanding the structure and context of musical works inform performance? Pr.2
- How do performers interpret musical works? Pr.3
- How do musicians improve the quality of their performance? Pr.4, Pr.5
- When is a performance judged ready to present? Pr.5
- How do context and the manner in which musical work is presented influence audience response? Pr.5

GRADE LEVEL FOCUS

The focus of this domain is for students to demonstrate knowledge of music concepts with limited guidance. Students read and perform 1st grade rhythmic patterns using iconic and standard notation, demonstrate and describe music's expressive qualities and learn to apply feedback to refine performance.

FOCUS STANDARDS

- Pr.1.1 (*Select*) With **limited** guidance, demonstrate **and discuss** personal interest in, **knowledge about, and purpose of** varied musical selections.
Blue Valley Benchmark
 - Share personal interest and knowledge of musical selections.
 - Identify and describe the purpose of musical selections.
- Pr.2.1.a (*Analyze*) With **limited** guidance, demonstrate knowledge of music concepts (such as **beat and melodic contour**) in music from a variety of cultures selected for performance.
Blue Valley Benchmark
 - Recognize and respond to melodic contour in music from a variety of cultures.
 - Recognize and respond to steady beat and rhythm in music from a variety of cultures.
 - Recognize and respond to sound sources (voices and instruments)
- Pr.2.1.b (*Analyze*) When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.
Blue Valley Benchmark
 - Demonstrate understanding of developmentally appropriate meter.
 - Read and perform (vocally and/or instrumentally) Grade 1 rhythms using iconic and/or standard notation.
 - Demonstrate understanding of basic Grade 1 music symbols.
 - Demonstrate understanding of Grade 1 solfege.
- Pr.3.1 (*Interpret*) Demonstrate **and describe** music's expressive qualities (such as dynamics and tempo).
Blue Valley Benchmark
 - Identify grade 1 symbols related to expression.
 - Demonstrate and describe expressive singing/playing (such as dynamics, tempo).
- Pr.4.1.a (*Rehearse, Evaluate, and Refine*) With **limited** guidance, apply personal, teacher, and peer feedback to refine performances.
Blue Valley Benchmark
 - Listen and reflect on performance with limited guidance.
 - Revise performances with limited guidance.

- Pr.4.1.b (*Rehearse, Evaluate, and Refine*) With **limited** guidance, use suggested strategies in rehearsal to **address interpretive challenges** of music.
Blue Valley Benchmark
 - Discuss interpretation of musical elements
 - Refine performance by using teacher provided strategies

- Pr.5.1.a (*Present*) With **limited** guidance, perform music **for a specific purpose** with expression.
Blue Valley Benchmark
 - Respond to basic conductor's cues.
 - Recognize there are many purposes for musical performances.
 - Perform expressively to convey the purpose and intent.
 - Demonstrate expression through movement, singing, or sound sources.

- Pr.5.1.b (*Present*) Perform appropriately for the audience **and purpose**.
Blue Valley Benchmark
 - Sing, move, and play instruments at appropriate times.
 - Consider and connect to the purpose when performing.

SUPPORTING RESOURCES

- First Steps by John Feierabend
- Game Plan by Jeff Kriske and Randy DeLelles
- Making Music by Silver Burdett
- Music Play Online

Responding

ESSENTIAL QUESTION

BIG IDEAS

How do performers understand and evaluate how the arts convey meaning?

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Re.1 (Select)
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Re.2 (Analyze)
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Re.3 (Interpret)
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Re.4 (Evaluate)
- Relate musical ideas and works with varied context to deepen understanding. Cn.1 (Analyze, Evaluate)
- Synthesize and relate knowledge and personal experiences to make music. Cn.2 (Select)

GUIDING QUESTIONS

- How do individuals choose music to experience? Re.1 (Select)
- How does understanding the structure and context of music inform a response? Re.2 (Analyze)
- How do we discern the musical creators' and performers' expressive intent? Re.3 (Interpret)
- How do we judge the quality of musical works and performances? Re. 4 (Evaluate)

GRADE LEVEL FOCUS

The focus of this domain is for students to understand how specific music concepts are used in various styles of music, with limited guidance. They will demonstrate and identify the expressive qualities found in selected musical works and apply personal and expressive preferences in the evaluation of music for specific purposes.

FOCUS STANDARDS

- Re.1.1 (*Select*) With **limited** guidance, **identify** and demonstrate how personal interests and experiences **influence musical selection** for specific purposes.

Blue Valley Benchmark

- Identify and describe the purpose of music as it is experienced in daily life.
- Identify preferred music selections for a specific purpose with limited teacher guidance.
- Explain how personal interests and experiences influence that preference.

- Re.2.1 (*Analyze*) With **limited** guidance, demonstrate **and identify** how specific music concepts (such as beat or **pitch**) are used in **various styles of music for a purpose**.
Blue Valley Benchmark
 - Identify specific music concepts as they appear in selected music with teacher guidance.
 - Describe how music concepts and styles are used within musical works for various purposes.
 - Use appropriate vocabulary when identifying grade 1 music concepts.

- Re.3.1 (*Interpret*) With **limited** guidance, demonstrate **and identify** expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive intent.
Blue Valley Benchmark
 - Identify expressive qualities found in selected musical works with limited guidance.
 - Describe how expressive qualities found in selected musical works can be used to convey the composers’/performers’ intent.

- Re.4.1 (*Evaluate*) With **limited** guidance, apply personal and expressive preferences in the evaluation of music for **specific purposes**.
Blue Valley Benchmark
 - Identify preferred music selection for specific purposes with limited guidance.
 - Apply personal preferences to evaluate a music selection with guidance.

SUPPORTING RESOURCES

- First Steps by John Feierabend
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