

Music 2

Creating



ESSENTIAL QUESTION

BIG IDEAS

How do musicians conceive and develop new ideas and work?

- 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 using 2nd grade musical concepts. Students grow in their ability to create by using rhythmic and melodic patterns within the context of a given tonality or meter. They will combine, sequence, and document their ideas. Students will understand and apply feedback to their ideas and present the final version.

FOCUS STANDARDS

- Cr.1.2.a (*Imagine*) **Improvise rhythmic and melodic patterns and musical ideas** for a specific purpose.
Blue Valley Benchmark
 - Improvise rhythmic and melodic patterns (4-8 beats) and musical ideas (i.e. fast, slow, loud, quiet) using movement, instruments or voice.
- Cr.1.2.b (*Imagine*) Generate musical patterns and ideas **within the context of a given tonality** (such as major and minor) and meter (such as duple and triple).
Blue Valley Benchmark
 - Create short musical ideas using movement, voice or instruments in tonality **specified by the teacher** (i.e. happy/sad, strong/weak).
- Cr.2.2.a (*Plan and Make*) Demonstrate and **explain** personal reasons for selecting **patterns and ideas for music** that represent expressive intent.
Blue Valley Benchmark
 - Demonstrate patterns (Ex. ostinato) and musical ideas (Ex. dynamics, tempo, meter, tonality, articulation or timbre), **explain** why they chose them using grade level vocabulary.
- Cr.2.2.b (*Plan and Make*) Use iconic or standard notation and/or recording technology to **combine, sequence**, and document personal musical ideas.
Blue Valley Benchmark
 - Document (Ex. pencil and paper, electronically record, manipulatives, icons or movement) iconic or standard notation in order to organize (Ex. form, phrasing, beginning/middle/end) previously created musical ideas.
- Cr.3.2 (*Evaluate and Refine*) **Interpret** and apply personal, peer, and teacher feedback **to revise personal music**.
Blue Valley Benchmark
 - Show an understanding of feedback (Ex. make your voice higher, play that instrument softer) by revising personal ideas.
- Cr.4.2 (*Present*) 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 (informally and formally), individually or with others, a student-generated musical creation to an audience, demonstrating 2nd grade skills.
 - Convey the expressive intent to the audience. (Ex. "I could tell she was scared, because the tempo was fast.")

SUPPORTING RESOURCES

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

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 begin to develop the skills to perform music vocally and instrumentally with expression and technical accuracy. Students demonstrate knowledge of music concepts and learn to read and perform 2nd grade rhythmic and melodic patterns using iconic or standard notation. An emphasis is placed on learning to apply established criteria to judge the accuracy, expressiveness and effectiveness of performances.

FOCUS STANDARDS

- Pr.1.2 (*Select*) Demonstrate **and explain** personal interest in, knowledge about, and purpose of varied musical selections.
Blue Valley Benchmark
 - Explain personal interest and knowledge of musical selections.
 - Explain the purpose of musical selections.
- Pr.2.2.a (*Analyze*) Demonstrate knowledge of music concepts (such as **tonality and meter**) in music from a variety of cultures selected for performance.
Blue Valley Benchmark
 - Perform music from a variety of cultures in multiple tonalities (Ex. major, minor).
 - Perform music from a variety of cultures in multiple meters (Ex. duple, triple).
- Pr.2.2.b (*Analyze*) When analyzing selected music, read and perform rhythmic **and melodic patterns** using iconic or standard notation.
Blue Valley Benchmark
 - Demonstrate understanding of developmentally appropriate meter.
 - Recognize and understand melodic patterns.
 - Read and perform (vocally and/or instrumentally) Grade 2 rhythms using iconic and/or standard notation.
 - Demonstrate understanding of basic Grade 2 music symbols.
 - Demonstrate understanding of Grade 2 solfege.
- Pr.3.2 (*Interpret*) Demonstrate **understanding** of expressive qualities (such as dynamics and tempo) **and how creators use them to convey expressive intent**.
Blue Valley Benchmark
 - Identify grade 2 symbols related to expression.
 - Demonstrate how expression is related to intent.
 - Demonstrate expressive singing/playing/moving (such as dynamics, tempo).
- Pr.4.2.a (*Rehearse, Evaluate, and Refine*) **Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances**.
Blue Valley Benchmark
 - Critique performance based on teacher-created criteria.

- Pr.4.2.b (*Rehearse, Evaluate, and Refine*) **Rehearse, identify and apply** strategies to address interpretive, **performance, and technical** challenges of music.
Blue Valley Benchmark
 - Students identify strategies to improve performance.
 - Refine performance by using student-identified strategies.
- Pr.5.2.a (*Present*) Perform music for a specific purpose with expression **and technical accuracy**.
Blue Valley Benchmark
 - Respond expressively to conductor's cues.
 - Perform expressively to convey the purpose.
- Pr.5.2.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
- World Drumming by Will Schmid

Responding

ESSENTIAL QUESTION

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

BIG IDEAS

- 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 to support a specific purpose in music. Students demonstrate knowledge of music concepts and how they support the creators'/performers' expressive intent. They will apply personal and expressive preferences in the evaluation of music for specific purposes.

FOCUS STANDARDS

- Re.1.2 (*Select*) **Explain** 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.
- Independently identify preferred music selections for a specific purpose.
- Explain how personal interests and experiences influence that preference.

- Re.2.2 (*Analyze*) **Describe** how specific music **concepts** are used **to support a specific purpose in music.**

Blue Valley Benchmark

- Independently describe specific music concepts as they appear in selected music.
- Describe how music concepts and styles are used within musical works for specific purposes.
- Use appropriate vocabulary when identifying grade 2 music concepts.

- Re.3.2 (*Interpret*) Demonstrate **knowledge of music concepts and how they support creators'/performers' expressive intent.**

Blue Valley Benchmark

- Identify expressive qualities found in selected musical works.

- Describe how expressive qualities found in selected musical works can be used to convey the composers'/performers' intent.
- Re.4.2 (*Evaluate*) **Apply** personal and expressive preferences in the evaluation of music for specific purposes.

Blue Valley Benchmark

- Independently identify preferred music selection for specific purposes.
- Independently apply personal preferences to evaluate a music selection.

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- First Steps by John Feierabend
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