

Music 3

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 independently generate musical ideas using 3rd grade musical concepts. Students grow in their ability to create by using rhythmic and melodic ideas within a given tonality for a specific context. Students use feedback to evaluate and refine their music and present the final version.

FOCUS STANDARDS

- Cr.1.3.a (*Imagine*) Improvise rhythmic and melodic ideas, **and describe connection to specific purpose and context (such as personal and social).**
Blue Valley Benchmark
 - Improvise simple rhythms and melodies using instruments or voice for specific purpose and context (i.e. party, procession, wedding, patriotic, concert, sporting event, serious event).
 - Describe how improvised ideas relate to the purpose using Grade 3 musical vocabulary.
- Cr.1.3.b (*Imagine*) Generate musical **ideas (such as rhythms and melodies)** within a given tonality **and/or** meter.
Blue Valley Benchmark
 - Create short rhythms and melodies using voice or instruments in tonality and/or meter specified by the teacher.
- Cr.2.3.a (*Plan and Make*) Demonstrate **selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.**
Blue Valley Benchmark
 - Select from previously generated ideas (Ex. rhythms, melodies, phrases) to create a simple improvisation/composition, demonstrate ideas, describe why they chose them. (Ex. staccato/happy.)
- Cr.2.3.b (*Plan and Make*) Use standard and/or iconic notation and/or recording technology to document personal **rhythmic and melodic** musical ideas.
Blue Valley Benchmark
 - Document (Ex. pencil and paper, electronically record) iconic or standard notation in order to organize (Ex. form, phrasing, beginning/middle/end) previously created musical ideas (Ex. 4-8 beat phrases, and melodic contour.)
- Cr.3.3 (*Evaluate and Refine*) **Evaluate, refine, and document** revisions to personal **musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.**
Blue Valley Benchmark
 - Develop a rubric as a class or individually
 - Give constructive feedback using grade 3 vocabulary
 - Accept and apply feedback from peers and teacher
 - Develop goals through draft revisions in order to improve
- Cr.4.3 (*Present*) Present the final version of personal created music to others, **and describe connection to expressive intent.**
Blue Valley Benchmark
 - Perform or present (informal and formal), individually or with others, a student-generated musical creation to an audience demonstrating 3rd grade skills.
 - Develop an artist statement that describes the expressive content to the (informal and formal) audience. (Ex. “We wrote a song about frogs, so we decided to use staccato in our song”)

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 continue 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 3rd grade rhythmic and melodic phrases. An emphasis is placed on learning to collaboratively develop criteria to judge the accuracy of performances and apply feedback to refine identified performance challenges.

FOCUS STANDARDS

- Pr.1.3 (*Select*) Demonstrate and explain **how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.**
Blue Valley Benchmark
 - Demonstrate understanding of the historical and cultural context of a musical selection.
 - Identify appropriate musical selections for a variety of audiences.
 - Justify the choice of music based upon teacher-generated selection criteria.
- Pr.2.3.a (*Analyze*) Demonstrate **understanding of the structure** in music selected for performance.
Blue Valley Benchmark
 - Recognize the melody within the structure of a song.
 - Identify new and repeated sections in music for a performance (ex. ABA Form).
- Pr.2.3.b (*Analyze*) When analyzing selected music, read and perform **rhythmic patterns and melodic phrases** using iconic and standard notation.
Blue Valley Benchmark
 - Demonstrate understanding of developmentally appropriate time signatures and meters.
 - Recognize and understand musical phrases.
 - Read and perform (vocally and/or instrumentally) Grade 3 rhythms using iconic and/or standard notation.
 - Demonstrate understanding of basic Grade 3 music symbols.
 - Demonstrate understanding of Grade 3 solfege.
- Pr.2.3.c (*Analyze*) Describe how context (such as personal and social) can inform a performance.
Blue Valley Benchmark
 - Describe meaning of lyrics.
 - Describe personal and social aspects of a musical piece.
 - Describe the impact of music on an audience.

- Pr.3.3 (*Interpret*) Demonstrate **and describe** how intent is conveyed through expressive qualities (such as dynamics and tempo).
Blue Valley Benchmark
 - Identify grade 3 symbols related to expression.
 - Demonstrate and describe how expression is related to intent.
 - Demonstrate and describe expressive singing/playing (such as dynamics, tempo).

- Pr.4.3.a (*Rehearse, Evaluate, and Refine*) Apply teacher-provided and **collaboratively-developed** criteria **and feedback to evaluate accuracy of ensemble performances**.
Blue Valley Benchmark
 - Develop criteria for evaluating the accuracy of a performance.
 - Apply feedback to evaluate performance.

- Pr.4.3.b (*Rehearse, Evaluate, and Refine*) Rehearse to **refine** technical accuracy, expressive qualities, and identified performance challenges.
Blue Valley Benchmark
 - Discuss performance challenges.
 - Develop revision skills.
 - Assess and revise to improve performance.

- Pr.5.3.a (*Present*) Perform music with expression and technical accuracy.
Blue Valley Benchmark
 - Identify and demonstrate various expressive elements appropriate for Grade 3.
 - Respond expressively to conductor's cues.

- Pr.5.3.b (*Present*) Demonstrate performance **decorum and audience etiquette appropriate for the context and venue**.
Blue Valley Benchmark
 - Follow performance guidelines and expectations.
 - Demonstrate respect toward performers.

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

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 the expressive qualities found in selected musical works can be used to convey the composer's intent. Students demonstrate and describe how these qualities are used in performers' interpretations. Students analyze and evaluate music and performances using specific criteria with consideration to personal and social context.

FOCUS STANDARDS

- Re.1.3 (*Select*) **Demonstrate and describe** how **selected music connects to** and is influenced by specific interests, experiences, or purposes.
Blue Valley Benchmark
 - Determine how music connects to specific interests, experiences, and purposes.

- **Re.2.3 (*Analyze*) Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).**
Blue Valley Benchmark
 - Describe how understanding the musical structure impacts audience reaction to a selected musical work.
 - Describe how understanding the elements of music impacts audience reaction to a selected musical work.
 - Describe how understanding the context of music impacts audience reaction to a selected musical work.
- **Re.3.3 (*Interpret*) Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.**
Blue Valley Benchmark
 - Describe how expressive qualities found in selected musical works can be used to convey the performer's/composer's intent.
 - Describe how music concepts are used within musical works for various purposes.
- **Re.4.3 (*Evaluate*) Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.**
Blue Valley Benchmark
 - Identify and describe how a specific musical selection or performance fits the context in which it is performed.
 - Apply established criteria to evaluate musical selections and/or performances.

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