

Music 4

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 create music with expressive intent using 4th grade musical concepts. Students grow in their ability to create by using rhythmic and melodic ideas and harmonies, within a social or cultural context. Students will evaluate, refine and improve their music and present the final version.

FOCUS STANDARDS

- Cr.1.4.a (*Imagine*) Improvise rhythmic, melodic, and **harmonic** ideas, and **explain** connection to specific purpose and context (such as social and **cultural**).
Blue Valley Benchmark
 - Improvise simple rhythms, melodies, and **harmonies** using instruments or voice for specific purpose and context from a **variety of cultures** (Ex. party, procession, wedding, patriotic, concert, sporting event, serious event)
 - Explain how improvised ideas relate to the purpose and context using Grade 4 musical vocabulary.
- Cr.1.4.b (*Imagine*) Generate musical ideas (such as rhythms, melodies, and **simple accompaniment patterns**) within related tonalities (such as major and minor) and meters.
Blue Valley Benchmark
 - Create short rhythms, melodies and **accompaniment patterns** (Ex. ostinato, bordun) using voice or instruments in related tonalities and meters specified by the teacher.
- Cr.2.4.a (*Plan and Make*) Demonstrate selected **and organized** musical ideas for an improvisation, **arrangement**, or composition to express intent, **and explain connection to** purpose and context.
Blue Valley Benchmark
 - Select from previously generated ideas (Ex. rhythms, melodies, phrases) to organize a simple improvisation, arrangement, composition, demonstrate ideas, explain why they chose them. (Ex. We wrote a song about frogs, so we decided to use staccato in our song.)
- Cr.2.4.b (*Plan and Make*) Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, **and simple harmonic** 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, melodic contour, and simple chords or ostinati.)
- Cr.3.4 (*Evaluate and Refine*) Evaluate, refine, and document revisions to personal **music**, applying teacher-provided **and collaboratively-developed** criteria and feedback **to show improvement over time**.
Blue Valley Benchmark
 - Develop a rubric as a class or individually.
 - Give constructive feedback using grade 4 vocabulary.
 - Accept and apply feedback from peers and teacher.
 - Develop goals for improvement.
- Cr.4.4 (*Present*) Present the final version of personal created music to others, **and explain** 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 4th grade skills.

- Develop an artist statement that explains the expressive content to the audience. (Ex. “I chose a fast tempo, because it would sound like I was scared.”)

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 expressive and technical skills while performing vocally and instrumentally. Students use their understanding of the structure and elements of music to explain interpretive decisions for expressive singing and instrument playing. An emphasis is placed on building the skills to judge the accuracy of performances and applying feedback to perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

FOCUS STANDARDS

- Pr.1.4 (*Select*) Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, **and technical skill**.
Blue Valley Benchmark
 - Demonstrate understanding of the historical and cultural context of a musical selection.
 - Identify appropriate musical selections for a variety of audiences.
 - Develop and apply criteria for selecting music to meet a variety of purposes and contexts considering performers' technical abilities.
- Pr.2.4.a (*Analyze*) Demonstrate understanding of the structure **and the elements** of music (**such as rhythm, pitch, and form**) in music selected for performance.
Blue Valley Benchmark
 - Recognize melody
 - Demonstrate awareness of intervals
 - Identify rhythmic and melodic sections in music for a performance.
 - Recognize patterns (ex. theme and variations form).
 - Demonstrate understanding of the way the musical elements are combined in determining the form of the piece.
- Pr.2.4.b (*Analyze*) When analyzing selected music, read and perform using iconic **and/or** standard notation.
Blue Valley Benchmark
 - Demonstrate understanding of basic time signatures and meters.
 - Read and perform (vocally and/or instrumentally) Grade 4 rhythms using iconic and/or standard notation.
 - Demonstrate understanding of basic Grade 4 music symbols
 - Demonstrate understanding of Grade 4 solfege

- Pr.2.4.c (*Analyze*) **Explain** how context (such as social and cultural) informs a performance.
Blue Valley Benchmark
 - Discuss the meaning and/or historical context of lyrics.
 - Identify similarities and differences of musical elements from various cultures.
 - Discuss social and cultural aspects of a musical piece.
 - Discuss the impact of music on an audience.

- Pr.3.4 (*Interpret*) Demonstrate and **explain** how intent is conveyed through **interpretive decisions** and expressive qualities (such as dynamics, tempo, **and timbre**).
Blue Valley Benchmark
 - Identify grade 4 symbols related to expression.
 - Demonstrate and explain how expression is related to intent.
 - Demonstrate and explain interpretive decisions for expressive singing/playing (such as dynamics, tempo, timbre).

- Pr.4.4.a (*Rehearse, Evaluate, and Refine*) Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy **and expressiveness** of ensemble and **personal performances**.
Blue Valley Benchmark
 - Develop criteria for evaluating the accuracy and expressiveness of a performance.
 - Apply feedback to evaluate performance.
 - Display the ability to self-reflect.
 - Develop the ability to receive critique.

- Pr.4.4.b (*Rehearse, Evaluate, and Refine*) Rehearse to refine technical accuracy and expressive qualities, and **address** performance challenges.
Blue Valley Benchmark
 - Assess and revise to improve performance.

- Pr.5.4.a (*Present*) Perform music, **alone or with others**, with expression and technical accuracy, **and appropriate interpretation**.
Blue Valley Benchmark
 - Identify and demonstrate the function of various expressive elements appropriate for Grade 4
 - Respond expressively to conductor's cues.

- Pr.5.4.b (*Present*) Demonstrate performance decorum and audience etiquette appropriate for the context, venue, **and genre**.
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

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 the expressive qualities found in selected musical works can be used to convey the composer's intent. Students analyze and evaluate music and performances giving consideration to social and cultural influences. Students demonstrate and explain how the expressive qualities of music are used in performers' interpretations and evaluate musical works and performances and explain appropriateness to the context.

FOCUS STANDARDS

- Re.1.4 (*Select*) Demonstrate and **explain** how selected music connects to and is influenced by specific interests, experiences, purposes, **or contexts**.
Blue Valley Benchmark
 - Explain how the connection of music to specific interests, experiences, purposes, and contexts impacts music selection. (ex. wedding/tempo, funeral/instrumentation, lullaby/articulation, etc.)

- Re.2.4 (*Analyze*) Demonstrate and **explain** how responses to music **are** informed by the structure, the use of the elements of music, and context (such as social and **cultural**).
Blue Valley Benchmark
 - Explain how understanding the musical structure impacts audience reaction to a selected musical work.
 - Explain how understanding the elements of music impacts audience reaction to a selected musical work.
 - Explain how understanding the context of music impacts audience reaction to a selected musical work.

- Re.3.4 (*Interpret*) Demonstrate and **explain** how the expressive qualities (such as dynamics, tempo, **and timbre**) are used in performers' **and personal** interpretations to reflect expressive intent.
Blue Valley Benchmark
 - Explain how expressive qualities found in selected musical works can be used to convey the performers' intent.
 - Describe how music concepts are used within musical works for various purposes.

- Re.4.4 (*Evaluate*) Evaluate musical works and performances, applying established criteria, and **explain** appropriateness to the context.
Blue Valley Benchmark
 - Explain how musical selections or performances can vary depending upon the context.
 - Apply established criteria to evaluate musical selections and/or performances.

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- First Steps by John Feierabend
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