

Music 5

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 5th grade musical concepts. Students grow in their ability to create by using rhythmic and melodic ideas, harmonies, and accompaniments within a social, cultural or historical context. Students evaluate, refine and improve their music, explain the rationale for revisions and present the final version.

FOCUS STANDARDS

- Cr.1.5.a (*Imagine*) Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and **historical**).
Blue Valley Benchmark
 - Improvise simple rhythms, melodies and harmonies using instruments or voice for a specific purpose and context (Ex. Historical era or event) for a purpose established by teacher or students.
 - Describe how improvised ideas relate to the purpose using Grade 5 musical vocabulary.
- Cr.1.5.b (*Imagine*) Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and **simple chord changes**.
Blue Valley Benchmark
 - Create rhythms, melodies and accompaniments in tonalities, meters and using chord changes provided by the teacher.
- Cr.2.5.a (*Plan and Make*) Demonstrate selected and **developed** musical ideas for improvisations, arrangements, or **compositions** to express intent, and explain connection to purpose and context.
Blue Valley Benchmark
 - Develop and present musical ideas that express emotions and thoughts.
 - Explain how the musical ideas in the improvisation, arrangement, or composition relate to the purpose using Grade 5 vocabulary.
 - Demonstrate previously generated ideas (Ex. rhythms, melodies, phrases) to develop a simple improvisation, arrangement, composition, and explain why ideas were chosen (Ex. staccato represents happy, minor represents spooky, etc.) using Grade 5 vocabulary.
- Cr.2.5.b (*Plan and Make*) Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and **two-chord harmonic** musical ideas.
Blue Valley Benchmark
 - Combine rhythm, melody and two-chord harmony to form a musical idea and document using iconic or standard notation and/or audio recording.
- Cr.3.5 (*Evaluate and Refine*) Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, **and explain rationale for changes**.
Blue Valley Benchmark
 - Give and receive feedback on ideas using Grade 5 musical vocabulary.
 - Rationalize edits based on feedback and know how to improve their performance.
 - Record revisions in written, photographic, or other forms.
- Cr.4.5 (*Present*) Present the final version of personal created music to others **that demonstrates craftsmanship**, and explains connection to expressive intent.
Blue Valley Benchmark

- Present student-created music (original improvisations, arrangements, or compositions) that expresses emotions and thoughts. (audio recording or live informal performance)
- Present student-created music that demonstrates 5th grade criteria for musicianship.
- Perform or present (informal and formal), individually or with others, an original student-generated musical creation to an audience, demonstrating 5th grade skills.
- Develop an artist statement that explains the expressive content to the audience. (Ex. “I chose presto, because it would convey that 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 strand is for students to develop the skills to give musical performances that evoke the intended emotional response from the audience. Students advance their abilities to perform vocally and instrumentally by focusing on 5th grade technical and expressive skills. An emphasis is placed on demonstrating an understanding of how the elements and structure of music influence performance.

FOCUS STANDARDS

- Pr.1.5 (*Select*) Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as **their personal and others'** technical skill.
Blue Valley Benchmark
 - Identify and describe the purpose of music as it is experienced in daily life.
 - Demonstrate understanding of the historical and cultural context of a musical selection.
 - Identify appropriate musical selections for a variety of audiences.
 - Select music incorporating grade level appropriate musical elements.
- Pr.2.5.a (*Analyze*) Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
Blue Valley Benchmark
 - Recognize harmony and melody.
 - Demonstrate awareness of intervals.
 - Identify rhythmic and melodic sections in music for a performance.
 - Recognize changes in musical elements that signify new sections in music (Ex: ABA, Theme and Variations).
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- Pr.2.5.b (*Analyze*) When analyzing selected music, read and perform using standard notation.
Blue Valley Benchmark
 - Demonstrate understanding of Grade 5 time signatures and meters.
 - Read and perform (vocally and/or instrumentally) Grade 5 rhythms using standard notation.
 - Read and perform treble clef notes.
 - Demonstrate understanding of Grade 5 solfege.

- Pr.2.5.c (*Analyze*) Explain how context (such as social, cultural, and historical) informs performances.
Blue Valley Benchmark
 - Identify similarities and differences of musical elements from various cultures and historical eras.
 - Discuss social, cultural, and historical aspects of a musical piece.
 - Discuss the impact of music on an audience.

- Pr.3.5 (*Interpret*) Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, **and articulation/style**).
Blue Valley Benchmark
 - Identify grade 5 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.4.5.a (*Rehearse, Evaluate, and Refine*) Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
Blue Valley Benchmark
 - Watch or listen to performances for evaluation of accuracy and expressiveness.
 - Develop the ability to receive critique.
 - Develop revision skills.
 - Develop the ability to self-reflect.
 - Critique performance based on teacher-created evaluative form.

- Pr.4.5.b (*Rehearse, Evaluate, and Refine*) Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.
Blue Valley Benchmark
 - Continually assess and revise to improve performance.

- Pr.5.5.a (*Present*) Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
Blue Valley Benchmark
 - Identify and demonstrate the function of Grade 5 expressive elements.
 - Respond expressively to conductor's cues.

- Pr.5.5.b (*Present*) Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and **style**.
Blue Valley Benchmark
 - Follow performance guidelines and expectations.
 - Demonstrate respect toward performers.
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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 historical context, cultural influences, and knowledge of various genres and periods of music. Students demonstrate and explain how the expressive qualities of music are used in performers' interpretations and evaluate musical works and performances citing evidence from the elements of music

FOCUS STANDARDS

- Re.1.5 (*Select*) Demonstrate and explain, **citing evidence**, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
Blue Valley Benchmark
 - Explain, providing evidence, how the connection of music to specific interests, experiences, purposes, and contexts impacts music selection. (ex. wedding/tempo, funeral/instrumentation, lullaby/articulation, etc.)
- Re.2.5 (*Analyze*) Demonstrate and explain, **citing evidence**, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).
Blue Valley Benchmark
 - Demonstrate understanding of the manner in which history influences musical style and structure.
 - Demonstrate knowledge of various genres and periods of music.
 - Explain, providing evidence, how understanding the musical structure impacts audience reaction to a selected musical work.
 - Explain, providing evidence, how understanding the elements of music impacts audience reaction to a selected musical work.
 - Explain, providing evidence, how understanding the context of music impacts audience reaction to a selected musical work.
- Re.3.5 (*Interpret*) Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and **articulation**) 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 composer's intent.
 - Describe how music concepts are used within musical works for various purposes.

- Re.4.5 (*Evaluate*) Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, **citing evidence from the elements of music.**

Blue Valley Benchmark

- Apply established criteria to evaluate musical selections and/or performances.
- Explain how musical selections or performances can vary depending upon the context by providing evidence.

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- World Drumming by Will Schmid