

# Vocal Music 6



## STRAND: Creating

### ESSENTIAL QUESTIONS

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)
- Synthesize and relate knowledge and personal experiences to make music. Cn.2 (Imagine, Present)
- Relate musical ideas and works with varied context to deepen understanding. Cn.1(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 strand is to begin to lay the foundation for creating music. Students will apply the creating skills they learned in general music to improvise simple rhythmic and melodic patterns with their voice using 6th grade rhythms and pitches and progress to composing melodies with teacher support.

## STRAND: Performing

### ESSENTIAL QUESTIONS

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 (Present)
- Synthesize and relate knowledge and personal experiences to make music. Cn.2 (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 apply the music reading, musicianship and vocal skills they developed in elementary General Music classes to advance their ability to perform as a member of a choral ensemble using 6th grade musical and technical skills. Students learn to perform two part choral literature in a variety of styles and genres from diverse cultures, musical periods and choral music traditions. They will develop their voice as an instrument, learn to read music more independently and improve their ability to match pitch throughout their singing range. An emphasis is placed on performing as a member of an ensemble and responding to the cues of the conductor to give performances that evoke the intended emotional response from the audience.

## STRAND: Responding

### ESSENTIAL QUESTIONS

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)
- Performers synthesize and relate knowledge and personal experiences to make music. Cn.2 (Select, Evaluate)
- Performers relate musical ideas and works with varied context to deepen understanding. Cn.1 (Present)

### 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 strand is for students to apply the responding skills developed in elementary General Music classes to singing in a choral ensemble. An emphasis is placed on understanding how the context and formal elements of music help to convey meaning. With teacher guidance, students will synthesize and relate this knowledge when making music.