



Grade 5 General Music - Unit 3 - Xylos - Improvise on the Fabulous Five

Unit Focus

In this unit, student musicians create their own spur-of-the-moment, melodic improvisations on the tune *Mo' Better Blues* by Branford Marsalis. Learning experiences include preparatory games, such as *Feel the Beat/Pass the Beat*; multiple opportunities to experiment creating their own improvised solos and glean ideas through hearing solos modeled by their teacher and fellow classmates, as well as listening to improvisations on recordings by professional jazz artists.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards General Music: 5 <ul style="list-style-type: none">Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). (MU:Cr1.1.5.a)Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes. (MU:Cr1.1.5.b)Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. (MU:Pr4.2.5.a) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none">Product Creation: Effectively use a medium to communicate important information. (POG.3.2)Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)	<i>Students will be able to independently use their learning to...</i> T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent T2 Create works of art to personally engage in the artistic process and/or communicate meaning	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U2 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.	<i>Students will keep considering...</i> Q1 How much freedom do I have to be creative and also work within established criteria? Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 the meaning of improvisation in music. K2 the musical steps to creating a melodic improvisation on the upper bars of the xylos (pentatonic).	<i>Students will be skilled at...</i> S1 playing a melodic improvisation on the upper bars of the xylos (pentatonic). S2 improvising a melody that rhythmically keeps with the "groove" of the underlying accompaniment beat. S3 creating a melodic improvisation on the upper bars of the xylos (pentatonic).