

General Music Grade 3: Creating

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to conceive, organize, and develop original musical material in order to convey complete musical concepts <u>Content Standards:</u> National Core Arts Standards – Music - Anchor Standard #1. Generate and conceptualize artistic ideas and work. - Anchor Standard #2. Organize and develop artistic ideas and work. - Anchor Standard #3. Refine and complete artistic work.	Transfer	
	Students will be able to independently use their learning to express ideas and emotions through music.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - the creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. - musicians' creative choices are influenced by their expertise, context, and expressive intent. - musicians' presentation of creative work is the culmination of a process of creation and communication.	ESSENTIAL QUESTIONS Can you represent sound visually?
	Acquisition	
	Students will know... - that keeping a steady beat is important. - that rhythmic or melodic patterns can be added to a song. - the principles of concert etiquette. - the following notation symbols: quarter note, half note, dotted quarter note and whole note. - the names and meanings for the following notation symbols: staff, bar line, repeat sign, and treble clef. - the notes B, A, and G and where they are placed in the treble staff. - that proper posture and technique (e.g. appropriate hand position, how sound is produced, and tonguing) are necessary for a good tone quality while playing recorder. - the notes G, A, B, C', D' on recorder. - the dynamic markings of f and p.	Students will be skilled at... - improvising rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). - generating musical ideas (such as rhythms and melodies) within a given tonality and/or meter. - demonstrating selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context. - singing standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. - evaluating, refining, and documenting revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback. - presenting the final version of personal created

	<u>vocabulary</u>: steady beat, rhythm, posture, harmony, treble clef, repeat signs, measure/bar lines, treble clef, time signature, recorder, woodwind family, tone quality, forte, piano, tempo, improvise, and compose.	music to others, and describing connection to expressive intent.
Content Area Literacy Standards		21st Century Skills
• NOT APPLICABLE		• <i>make judgments and decisions</i> • <i>think creatively</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>be self-directed learners</i> • <i>interact effectively with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	