

Grade 1 General Music: 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.	<i>Transfer</i>	
	Students will be able to independently use their learning to express ideas and emotions through music.	
	<i>Meaning</i>	
	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 Is my voice an instrument?
	<i>Acquisition</i>	
	Students will know... - that they can move to music. - that breathing and correct posture is part of singing well. - that there are differences between high/low and loud/soft pitches. - that different materials, such as metal and wood make different sounds. - that music can be responded to in a creative manner. - that they can sing simple songs from memory using their head voice. - that they can create using singing, speaking, whispering, humming and calling voices. - that ½ notes, ¼ notes, and rests occur in music. - that music has melodic contour. - that there are songs and musical traditions from other cultures. - that various types of rhythms can be created and played.	Students will be skilled at... - creating musical ideas. - generating musical ideas in multiple tonalities and meter. - demonstrating and discussing personal reasons for selecting expressive musical ideas. - using notation and/or technology to share musical ideas. - discussing and applying personal, peer, and teacher feedback to refine personal musical ideas. - conveying expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. - responding to music by using different ways of using their bodies.

	• that there is a difference between various vocal and instrumental sounds. • that they can echo a four beat pattern accurately. • that rhythms can be played on various instruments. <u>vocabulary:</u> arioso, dynamics, steady beat, heavy/light, fast/medium/slow speeds, high/middle/low, same/different, folk song, solo, create, call and response, repeated tones, echo song, tempo, mood, AB, ABA form, pattern, voices, instrument families, vocal timbres (man, woman, child)	
Content Area Literacy Standards		21st Century Skills
• NOT APPLICABLE		• <i>make judgments and decisions</i> • <i>think creatively</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	