

General Music Grade 5: 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 In what ways have people used music to express their values and describe their experiences?
	Acquisition	
	Students will know... - that simple phrases and rhythmic and melodic patterns can be used to develop musical ideas. - the uses of rhythmic and melodic notation. - that all aspects of music can be done with expression and feeling. - that creating a work of music can communicate a personal purpose. - that multiple parts can be played at the same time to create complex music. <u>vocabulary:</u> half note, quarter note, quarter rest, two eighth notes, bar line, ending bar line, stem, beam, and note-head, solfege syllable, key signature, ostinato, bass line, intonation, partner song, and round.	Students will be skilled at... - improvising rhythmic, melodic, and harmonic ideas. - generating musical ideas within specific related tonalities, meters, and simple chord changes. - demonstrating selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explaining connection to purpose and context. - using standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas. - evaluating, refining, and documenting revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback, and

		- explaining rationale for changes. - presenting the final version of personal created music to others that demonstrates craftsmanship, and explaining 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	