

General Music Grade 4: 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 When is creative work ready to share?
	Acquisition	
	Students will know... - that songs can be sung with expression and feeling. - that multiple parts can be played at the same time to create complex music. - the letter names of the lines and spaces in treble clef. - what proper singing posture looks like. - various ways to respond to music through improvised movement. - of the following notation symbols: quarter note, half note, dotted half note and whole note. <u>vocabulary:</u> solfege syllables, key signature, ostinato, bass line, partner song, round/canon, quarter note, half note, dotted half note, whole note	Students will be skilled at... - improvising rhythmic, melodic, and harmonic ideas, and explaining connections to specific purpose and context (such as social and cultural). - generating musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. - demonstrating selected and organized musical ideas for an improvisation, arrangement, or composition 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 simple harmonic musical ideas. - evaluating, refining, and documenting revisions to personal music.

		• applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time. • presenting the final version of personal created music to others, and explaining connection to expressive intent.
		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	