

Elementary Ensembles: 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: Traditional and Emerging Ensembles - 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 Are all musicians creative?
	<i>Acquisition</i>	
	Students will know... - the basic rhythmic and melodic patterns appropriate for level of study. - that different notes have different rhythmic values. - the duration of phrase length - that music is impacted by the time and key signatures. - that care and treatment of instruments is differentiated and important. <u>vocabulary:</u> time signature, key signature, common time, repeat sign, rhythm, beat, tempo, music staff, clef, measures, bar line, 1st and 2nd endings, double bar, accidentals, fermata, ties and slurs, rehearsal numbers, dynamics, scale, phrase, sight-reading,	Students will be skilled at... - creating rhythmic and/or melodic patterns that reflect music studied in rehearsal. - repeating and recreating rhythmic and/or melodic patterns that reflect understanding of content studied in rehearsal. - playing creations through standard notation and audio recording. - evaluating and refining repertoire based on knowledge, skill and teacher-provided criteria. - sharing melodic and rhythmic ideas or motives - individually or as an ensemble - that demonstrate understanding of characteristics of music or texts studied in rehearsal. - interpreting time and key signatures.

	melody, harmony, introduction, leger line, tutti, solo, soli, duet, trio, ensemble, composer, articulation, half step, whole step, instrument structure and parts (bridge, mouthpiece, etc.), practice, posture, position, repertoire, form <u>Strings</u> - bowings, arco, pizzicato, retake, orchestra <u>Band</u> - embouchure, Breath mark <u>Chorus</u> - head voice, chest voice, articulate, audiation/inner hearing, octavo, system, solfege syllables, a cappella, stagger breathing, posture	
Content Area Literacy Standards		21st Century Skills
• NOT APPLICABLE		• <i>Communicate clearly</i> • <i>Be self directed learners</i> • <i>Use systems thinking</i> • <i>Create media products</i> • <i>Work creatively 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	