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| Unit/Topic Title: **Creation of Music; Standard 2** | Trimester/Semester: **2** |
| Estimated Time (When): **Trimester 2** |

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| **Standard(s)**1. Creation of Music |
| **Prepared Graduates:*** Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
* Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind
* Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
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| **Grade Level Expectation: 1st Grade** |
| **Concepts and skills students master:** |
| 1. Demonstrate creation of short, independent musical phrases and sounds alone and with others 2. Identify musical patterns
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| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:*** **1.2.1.a. Create instrumental and vocal sounds to accompany poems, rhymes, and stories**
* **1.2.2.b. Use iconic notation within the treble staff**
 | **Inquiry Questions:** * **How does music tell a story?**
* **Why is it important that you learn the notation of music that is performed?**
* **Where else can you find patterns?**
* **Why are patterns important in music?**
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| **Relevance and Application:*** **The ability to explain why on e type of music matches a story better than another type of music builds an understanding of the connection of how literature tells a story and how music tells a story.**
* **Using software and other technology to create music aids in helping the beginning musician successfully create music.**
* **Using iconic notation for what is heard in music is the first step in developing an understanding of the musical language just as invented spelling is used to identify what is heard in spoken language**
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| **Nature of the Discipline (Mathematics, Science, etc.):*** **Music tells a story.**
* **Music has many patterns**
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| **Essential Vocabulary** |
| * Tone color, high/low; treble clef; staff; instruments/voice
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| **Assessments** |
| * TBD
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| **Instructional Resources** |
| * Spotlight on Music, Grade 1, teacher’s book; CD
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