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| Unit/Topic Title: **Creation of Music; Standard 2** | Trimester/Semester: **3** |
| Estimated Time (When): **Trimester 3** | |

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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/High School** | |
| **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.b. Improvise short phrases using the l-s-m or m-r-d tone set**  **1.2.1.c. Use movement to demonstrate grade-level concepts such as changes in dynamics, AB form, etc.**  **1.2.2.a Create patterns using known rhythms and pitches** | **Inquiry Questions:**   * **1. Why do some melodies sound better than others?** * **How does movement demonstrate what people hear?** * **How does constructing something new help you create and express ideas?** * **Where else can you find patterns?** * **Why are patterns important in music?** |
| **Relevance and Application:**   * **Improvising to simples phrases and reacting to dynamics and form in music are the foundation to understanding the fundamental structures of music.** * **Using software and other technology to create music aids in helping the beginning musician successfully create music.** * **Young minds rely on patterns to interact with and understand the world around them.** * **Demonstrating how patterns change in various songs from different cultures, historical eras, styles, and genres builds a fundamental respect for differences.** |
| **Nature of the Discipline (Mathematics, Science, etc.):**   * **Music has many patterns** |
| **Essential Vocabulary** | |
| * Phrase, dynamics | |
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