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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?**
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| **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.**
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| **Nature of the Discipline (Mathematics, Science, etc.):*** **Music has many patterns**
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| **Essential Vocabulary** |
| * Phrase, dynamics
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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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