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| Unit/Topic Title: **Creation of Music; Standard 2** | Trimester/Semester: **1** |
| Estimated Time (When): **Trimester 1** | |

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| **Standard(s)**  2. 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 | |
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| **Grade Level Expectation: 3rd Grade** | |
| **Concepts and skills students master:** | |
| 1. Create short musical phrases and patterns 2. Notate music using basic notation structure | | |
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| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**   * **No evidence outcomes for this semester** | **Inquiry Questions:**   1. How is question and answer form used in various styles of music? 2. How is improvisation used in other disciplines? 3. How is creating a new musical phrase similar to or different from creating a new solution in science? 4. Why is it important to use specific criteria when notating? 5. How is specific criteria in notation similar to specific criteria in writing? |
| **Relevance and Application:**   1. Using software and other tools of technology to improvise short musical segments within existing tunes provides opportunities to experience success in creating basic musical phrases. 2. Using developmentally appropriate movements to improvise with music helps illustrate the expressive elements in music 3. Creating new music or improvising within music requires risk taking and critical-thinking abilities. 4. Using software and other technology tools to create treble clef phrases provides assistance to novice learners to successfully notate music. 5. Comparing elements of rhythm and pitch in existing treble clef phrases leads to a fundamental understanding of basic structure in music. 6. Recognizing basic notation structure in music can be transferred to one’s ability to write a structured sentence in literature, which provides the understanding that music is a language. |
| **Nature of the Discipline (Mathematics, Science, etc.):**   1. Musicians rely on knowing and understanding various notations and terms to write and create music. |
| |  | | --- | | **Essential Vocabulary** | | * N/A | | |  | | --- | | **Assessments** | | * N/A | | **Instructional Resources** | | * N/A | | | |