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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)**  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 | |
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| **Grade Level Expectation: 4th Grade** | |
| **Concepts and skills students master:** | |
| 1. Improvise simple musical phrases 2. Notate simple musical selections | | |
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| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**   * **No evidence outcomes for this semester** | **Inquiry Questions:**   1. How does improvising music create a unique sound? 2. Is it easier to improvise with an instrument or with a voice? Give a rationale for the belief. 3. Why is improvisation important? 4. How is writing music related to writing stories? 5. Why is knowing prescribed criteria important when writing music? 6. Do different cultures notate music differently? |
| **Relevance and Application:**   1. Application of select criteria builds the ability to judge the quality of improvisation. 2. Software and other tools of technology aid in improvising music. 3. Explanation of the importance of the mathematical pattern in a diatonic scale demonstrates the depth of understanding in how a diatonic scale is constructed. 4. Understanding the basic structural elements used to write short musical phrases provides a foundation to understanding the structural elements of more complex musical compositions. 5. Musical notation can be compared with notation of other disciplines (such as theatre stage directions, mathematical notation, vocal diction notation (IPA), dance notation) 6. Discussing the common criteria used to notate music in at least one historical era (classical, baroque, etc.) provides insight into key differences in varying styles and genres of music. |
| **Nature of the Discipline (Mathematics, Science, etc.):**   1. Creating music is a form of self-expression. 2. Musicians rely on knowing and understanding various notations and terms to write and create music. |
| **Essential Vocabulary** | |
| * N/A | |
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