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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 | |
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| **Grade Level Expectation: 5th Grade** | |
| **Concepts and skills students master:** | |
| 1. Improvise question and answer and basic musical phrases 2. Notate simple compositions | | |
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| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**   1. Create an eight-measure melody using the treble staff 2.a 2. Reproduce notated 8-measure melody provided by the 2.b | **Inquiry Questions:**   1. How does improvising music help students to create and express ideas? 2. What are the elements of a good improvisation? 3. When should a musician improvise? 4. Why is it important to learn how to notate melodies or rhythms that are played? 5. Are there rules in composing? 6. Do compositions have patterns? 7. What jobs require composing skill? |
| **Relevance and Application:**   1. Discussion of contemporary examples of music that contain improvisational elements gives insight to the practical importance of this skill. 2. Audio and/or video devices are used to play call-and-response improvisational pieces to demonstrate technique and variables musicians use. 3. An understanding of the origins of the blues form gives insight to its impact on American history. 4. Music software and electronic keyboards can be used for improvising or accompanying improvisations. 5. Software and other tools of technology are used to create music. 6. Understanding how other disciplines create something new builds the ability to transfer musical skills into other activities. 7. Identifying the similarities and differences between composers in two different historical eras provides an understanding of how prominent composition styles in music history evolved. |
| **Nature of the Discipline (Mathematics, Science, etc.):**   1. Musical improvisation allows people to create a vision that is enacted upon through motivation and curiosity. 2. Musicians rely on knowing and understanding various notations and terms to write and create music. |
| **Essential Vocabulary** | |
| * beat, dictation, measure, melody, treble clef staff | |
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