

4th Grade - Unit 11 (The Rap Project Continued)

Content Area: **Music**
Course(s): **Music 4**
Time Period: **Generic Time Period**
Length: **3 Lessons**
Status: **Published**

Established Goals/Standards

| | |
|--------------------|--|
| MU.3-5.1.3A.5.Cn | Connecting |
| MU.3-5.1.3A.5.Cr | Creating |
| MU.3-5.1.3A.5.Pr | Performing |
| MU.3-5.1.3A.5.Re | Responding |
| MU.3-5.1.3A.5.Cr1 | Generating and conceptualizing ideas. |
| MU.3-5.1.3A.5.Cr2 | Organizing and developing ideas. |
| MU.3-5.1.3A.5.Cr3 | Refining and completing products. |
| MU.3-5.1.3A.5.Pr4 | Selecting, analyzing, and interpreting work. |
| MU.3-5.1.3A.5.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| MU.3-5.1.3A.5.Pr6 | Conveying meaning through art. |
| MU.3-5.1.3A.5.Re9 | Interpreting intent and meaning. |
| MU.3-5.1.3A.5.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| MU.3-5.1.3A.5.Cn11 | Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. |
| MU.3-5.1.3A.5.Cr1a | Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). |
| MU.3-5.1.3A.5.Cr2a | Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. |
| MU.3-5.1.3A.5.Cr2b | Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. |
| MU.3-5.1.3A.5.Cr3a | Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. |
| MU.3-5.1.3A.5.Cr3b | Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. |
| MU.3-5.1.3A.5.Pr4a | Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. |
| MU.3-5.1.3A.5.Pr4b | Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. |
| MU.3-5.1.3A.5.Pr4c | Analyze selected music by reading and performing using standard notation. |
| MU.3-5.1.3A.5.Pr4d | Explain how context (e.g., personal, social, cultural, historical) informs performances. |
| MU.3-5.1.3A.5.Pr4e | Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). |
| MU.3-5.1.3A.5.Pr5a | Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. |
| MU.3-5.1.3A.5.Pr5b | Rehearse to refine technical accuracy and expressive qualities to address challenges and |

| | |
|---------------------|---|
| | show improvement over time. |
| MU.3-5.1.3A.5.Pr6a | Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. |
| MU.3-5.1.3A.5.Pr6b | Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. |
| MU.3-5.1.3A.5.Re9a | Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. |
| MU.3-5.1.3A.5.Cn10a | Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. |
| MU.3-5.1.3A.5.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |

Essential Questions

- How do context and the manner in which musical work is presented influence audience response?
- How do performers interpret musical works?
- When is performance judged ready to present?

Enduring Understanding

- Experience the process of composing a rap.
- Help students finalize preparations for performing an original rap composition.
- Provide performance experiences, both as a performer and audience member.

Purpose

- The purpose of this lesson is to help students finalize preparations for performing an original rap composition.
- The purpose of this lesson is to introduce the process of composing a rap.
- The purpose of this lesson is to provide performance experiences, both as a performer and audience member.

Key Student Objectives

- Balance, mix, and complete the backing track.
- Decide on the dynamic arrangement of the rap.
- Finalize word memorization, dynamics, and moves as they apply to the rap.
- Finish the lyrics for the rap.
- Participate as part of an attentive audience to experience other groups' original performances.
- Perform an original rap composition for a live audience.

- Use reliable rehearsal techniques to practice original rap compositions.