

5th Grade - Unit 8 (The Impressionist Period)

Content Area: **Music**
Course(s): **Music 5**
Time Period: **Generic Time Period**
Length: **3 Lessons**
Status: **Published**

Established Goals/Standards

MU.3-5.1.3A.5.Cr	Creating
MU.3-5.1.3A.5.Cr1	Generating and conceptualizing ideas.
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.Cr2	Organizing and developing ideas.
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.Cr3	Refining and completing products.
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.Pr	Performing
MU.3-5.1.3A.5.Pr4	Selecting, analyzing, and interpreting work.
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.Re	Responding
MU.3-5.1.3A.5.Re7	Perceiving and analyzing products.
MU.3-5.1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
MU.3-5.1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
MU.3-5.1.3A.5.Re8	Applying criteria to evaluate products.
MU.3-5.1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
MU.3-5.1.3A.5.Re9	Interpreting intent and meaning.
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.Cn

Connecting

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.Cn11a

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions

- How do musicians generate creative ideas?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding

- Familiarize students with the characteristics and techniques of Impressionist composers.
- Introduce students to Impressionist art and music.
- Introduce students to Impressionist period composers and their music.

Purpose

- The purpose of this lesson is to familiarize students with the characteristics and techniques of Impressionist composers.
- The purpose of this lesson is to introduce students to Impressionist art and music.
- The purpose of this lesson is to introduce students to Impressionist period composers and their music.

Key Student Objectives

- Aurally identify unusual instrument timbres with Impressionist period music.
- Describe Impressionist period music using one of these adjectives: atmospheric, subtle, dissonant.
- Describe the Impressionist period as a time when music was used to create impressions in the mind.
- Identify Debussy and Ravel as the most notable Impressionist period composers.
- Play a one-octave whole tone scale on a keyboard instrument.
- Recall that Debussy composed "Claire de Lune" (by the moonlight), and Ravel composed "Bolero" (a Spanish dance in triple time).
- Recognize that instead of sharp, realistic contrasts, Impressionist music sought to convey subtle pictures, sounds, moods, and dream-like feelings.

