

# 5th Grade - Unit 11 (The Commercial Project Continued)

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

## Established Goals/Standards

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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.Pr	Performing
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.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.Pr6	Conveying meaning through art.
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.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.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.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
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.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

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- How do musicians make creative decisions?
- When is creative work ready to share?
- When is performance judged ready to present?

## Enduring Understanding

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- Combine the elements from the four previous lessons into a rehearsed presentation.
- Create music for a commercial jingle project.
- Integrate all commercial project elements from the last five lessons into a live performance.

## Purpose

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- The purpose of this lesson is to guide students through the process of creating music for a commercial jingle project.
- The purpose of this lesson is to help students combine the elements from the four previous lessons into a rehearsed presentation.
- The purpose of this lesson is to help students integrate all commercial project elements from the last five lessons into a live performance.

## Key Student Objectives

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- Begin creating, arranging, and saving music for the jingle in QGrooves or QComposer.
- Combine live music, spoken copy, and recorded jingle music into a presentation of 30 seconds or more.
- Compose catchy lyrics for a 4-8 measure jingle.
- Evaluate others' performances based on specific criteria.
- Name two different careers associated with creating music.
- Name two reasons why live performances are important for music students.
- Perform commercial jingle project for a live audience.