

# Band Grades 4 - 5

Content Area: **Music**  
Course(s): **Music 4, Music 5**  
Time Period: **Generic Time Period**  
Length:  
Status: **Published**

## Established Goals/Standards

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MU.K-12.1.3C.12nov.Cn	Connecting
MU.K-12.1.3C.12nov.Cr	Creating
MU.K-12.1.3C.12nov.Pr	Performing
MU.K-12.1.3C.12nov.Re	Responding
MU.K-12.1.3C.12nov.Cr1	Generating and conceptualizing ideas.
MU.K-12.1.3C.12nov.Cr2	Organizing and developing ideas.
MU.K-12.1.3C.12nov.Cr3	Refining and completing products.
MU.K-12.1.3C.12nov.Pr4	Selecting, analyzing and interpreting work.
MU.K-12.1.3C.12nov.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.12nov.Pr6	Conveying meaning through art.
MU.K-12.1.3C.12nov.Re7	Perceiving and analyzing products.
MU.K-12.1.3C.12nov.Re8	Interpreting intent and meaning.
MU.K-12.1.3C.12nov.Re9	Applying criteria to evaluate products.
MU.K-12.1.3C.12nov.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.K-12.1.3C.12nov.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-12.1.3C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
MU.K-12.1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU.K-12.1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
MU.K-12.1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

MU.K-12.1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
MU.K-12.1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
MU.K-12.1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Enduring Understanding

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- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s), or performer(s) manipulate the elements of music.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.
- Through their use of elements and structures of music, creators and performers.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

## Essential Questions

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- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- How do musicians make creative decisions?

- How do musicians make meaningful connections to creating, performing, and responding?
- How do performers select repertoire?
- How do the arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?