

MP1-The Creative Process Responding

Content Area: **Music**
Course(s): **Music 2**
Time Period: **Marking Period 1**
Length: **September-November**
Status: **Published**

Essential Questions

- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- 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?

Big Ideas

- Select, Analyze
- Interpret
- Evaluate
- Interconnection
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
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CSDT Technology Integration

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Activity:

Students use ipads to explore a virtual piano application. Students used the app to improvise and compose music using an ipad program where students modified musical concepts

CRLKs- 21st Century

9.1.2CAP 1 Make a list of different types of jobs and describe the skills associated with each.

Connection:

While studying jazz; discuss how you can form or join a band and become a jazz musician, if you like to listen and play jazz music.

Enduring Understandings

1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e 1.3A.2.Re7a

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a

1.1.C. Theatre

1.1.2.C.1[M] Identify basic elements of theatre and describe their use in a variety of theatrical performances.

1.1.2.C.2[M] Express stage directions, areas of the stage, basic stage movements, and parts of a script using

correct theatre terms (e.g., setting, costumes, plot, theme, etc.).

1.1.2.C.3[M] Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

1.1.2.C.4[M] Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.

Resources

- World of Music
- Music Connection