Unit 1-2 The Creative Process

Content Area: **Music**
Course(s): **Music 3**
Time Period: **MP1-2**
Length: **September-December**
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?
- How do dancers work with space, time and energy to communicate artistic expression?
- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Big Ideas

- Select, Analyze
- Interpret
- Evaluate
- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.
- Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

CSDT Technology Integration

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Activity:

Students use the SFSkids computer program to compose their own music.

CRLLKS- 21st Century

9.1.2CAP1 Make a list of different types of jobs and describe the skills associated with each job.

Connection:

When learning to write music in third grade, discuss where we hear music in society. Would you like to write music for TV commercials, television shows, movies or live Broadway shows? Where else do we hear music in society? The teacher will discuss financial wages.

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

1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.

1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video

1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of

space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).

1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.

1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.) captioning, etc.

Theatre

1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.

1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.

1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.

1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.

1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.

1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

Climate Change

1.4.5.Cn11a: Identify, respond to and investigate connections to global issues, including climate change and other content areas in a dramatic/theatrical work.

- Activity: Students will explore global issues, particularly climate change, and integrate their understanding into a dramatic/theatrical performance. Students will be encouraged to think creatively about how these issues can be represented through dramatic techniques (dialogue, movement, symbolism).

Resources

- World of Music
- Music Connection