

# Unit 3-4 The Creative Process

Content Area: **Music**  
Course(s): **Music 4**  
Time Period: **MP3-4**  
Length: **MP3-4**  
Status: **Published**

## 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 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

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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 creators or performers manipulate the elements of music.
- The personal evaluation of musical works and performance is informed by analysis, interpretation and established criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding.

## CSDT Technology Integration

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8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Activity:

Students will use Smart Exchange Music Lesson on Parts of the Staff to review Staff, Treble Clef, Time

Signature, Bar Line, Double Bar Line, Measure and Repeat Sign.

## **Enduring Understandings**

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1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes or contexts.

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.

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.

1.3A.5.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

## **Resources**

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- Music Connection 4: Concepts, Themes, Reading
- Ed Sueta Band Method Rhythm Charts
- SFSKids.org