

# Creating and Performing, Anchor Standards 1-6

Content Area: **Music**  
Course(s): **Music 5**  
Time Period: **Semester**  
Length: **1 Semester, 2X per Week**  
Status: **Published**

## Essential Questions

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- How can I make music?
- How do I compose and make my own music?
- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

## Big Ideas

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- Decoding musical scores requires understanding of notation systems, the elements of music, and the basic compositional concepts.
- The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to music literacy.
- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- 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.
- 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.
- 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.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is present influence audience response

## **Cross Curricular Integration**

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### **Integration Area: Math**

5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them

#### **Activity:**

While increasing their knowledge of rhythm, students will perform various math equations, including Order of Operations, using various rhythms in place of numbers.

## **Enduring Understandings**

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1.3A.5.Cr1a: Generate and improve rhythmic, melodic and harmonic ideas and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g. social, cultural, historical).

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.

1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.

1.3A.5.Pr4d: Explain how context (e.g. personal, social, cultural, historical) informs performances.

1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g. dynamics, tempo, timbre, articulation/style).

1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre and style.

Practices: Imagine, Plan, Make, Evaluate, Refine, Select, Analyze, Interpret, Rehearse, Evaluate, Refine, Present

## **Resources**

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Music Connection 5: Concepts, Themes, & Reading

