Units 1-4Creating and Performing

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

Essential Questions

- 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?
- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
- How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Big Ideas

- 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

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.

Technology Integration

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

13A.5.Cr2b: Use standard and/iconic notation and/or recording technology to document personal, rhythmic, melodic and two-chord musical ideas.

Activity:

To review basic rhythms students will use the interactive Music Math program on Smart Exchange as a class.

Enduring Understandings

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

Theatre

1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.

1.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.

1.4.5.Re9c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

1.4.5.Cn10a: Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.

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.

1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.

Resources

Music Connection 5: Concepts, Themes, & Reading