Unit 1 Creating and Performing

Content Area: **Music**
Course(s): **Music 6**
Time Period: **Semester**
Length: **2X per week**
Status: **Published**

Essential Questions

- How can I make music?
- How do musicians generate creative ideas?
- How do musicians improve the quality of their work?
- How do I compose and create my own music?
- 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

- Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.
- Common, recognizable musical forms often have characteristics related to specific cultural traditions.
- The creative ideas, concepts and feeling 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 presented influence audience response.

Diversity Integration

Objective: Students will explore the influence of the Javanese Gamelan on Claude Debussey and its Indonesian influences.

Activity: Students will find the Indonesian Islands on a world map and locate Java. Students will listen to a sample of music featuring the Gamelan. Students will learn about instruments and the culture of Java. End of lesson, we will compare Debussey's "Estampe II" with a Gamelan song.

Enduring Understandings

1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g. AB, ABA, Theme & Variations) and expanded forms (e.g. introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g. social, cultural, historical).

1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic passages and harmonic sequences.

1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g. demonstrating correct interpretation of notation, technical skills of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

1.3A.8.Pr 6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.

1.3A.8.Pr6.b: Demonstrate performance decorum (e.g. stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context and style.

Resources

- Music Connection 6: Concepts, Themes
- Music Connection Chapter 6

- Ed Sueta Band Method Rhythm Charts