

Band 6 Advanced

CREATING



ESSENTIAL QUESTION

How do musicians conceive and develop new ideas and work?

BIG IDEAS

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Cr.1 (Imagine)
- Musicians' creative choices are influenced by their expertise, context, and expressive intent. Cr.2 (Plan and Make)
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Cr.3 (Evaluate and Refine)
- Musicians' presentation of creative work is the culmination of a process of creation and communication. Cr.4 (Present)
- Relate musical ideas and works with varied context to deepen understanding. Cn.1(Imagine)
- Synthesize and relate knowledge and personal experiences to make music. Cn.2 (Plan and Make, Present)

GUIDING QUESTIONS

- How do musicians generate creative ideas? **Cr.1**
- How do musicians make creative decisions? **Cr.2**
- How do musicians improve the quality of their creative work? **Cr.3**
- When is creative work ready to share? **Cr.4**

GRADE LEVEL FOCUS

The grade level focus of this domain is to build the skills students need to create music. Students will improvise simple rhythmic and melodic patterns on their band instrument using 6th grade rhythms and pitches. They will select and develop draft musical ideas and record them using handwritten manuscript, music writing software, and/or audio recording. Students will evaluate and refine ideas and share the revised composition formally or informally.

FOCUS STANDARDS

- **Novice Cr.1.N** Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

- **Novice Cr.2.N** Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording.
- **Novice Cr.3.N** Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
- **Novice Cr.4.N** Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of the characteristics of music or texts studied in rehearsal.

PERFORMING

ESSENTIAL QUESTION

How do musicians realize artistic ideas and work through interpretation and presentation?

BIG IDEAS

- 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. Pr.1 (Select)
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Pr.2 (Analyze)
- Performers make interpretive decisions based on their understanding of context and expressive intent. Pr.3(Interpret)
- 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. Pr.4 (Rehearse, Evaluate and Refine)
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and the manner in which musical work is presented influence the audience response. Pr. 5 (Present)
- Relate musical ideas and works with varied context to deepen understanding. Cn.1 (Analyze, Present)
- Synthesize and relate knowledge and personal experiences to make music. Cn.2 (Select, Interpret, Present)

GUIDING QUESTIONS

- How do performers select repertoire? Pr.1
- How does understanding the structure and context of musical works inform performance? Pr.2
- How do performers interpret musical works? Pr.3
- How do musicians improve the quality of their performance? Pr.4
- When is a performance judged ready to present? Pr.5
- How do context and the manner in which musical work is presented influence audience response? Pr.5

GRADE LEVEL FOCUS

The grade level focus for this domain is for students to continue to develop music reading and musicianship skills while learning to play a band instrument. An emphasis is placed on developing instrument specific techniques. Students will gain independent music reading skills specific to their instrument on 6th grade pitches and rhythms. They will learn to be a member of an ensemble and share their learning by giving performances with their class for an audience.

FOCUS STANDARDS

- **Novice Pr.1.N** Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
- **Novice Pr.2.N** Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
- **Novice Pr.3.N** Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- **Novice Pr.4.N** Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- **Novice Pr.5.N.a** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- **Pr.5.N.b** Demonstrate an awareness of the context of the music through prepared and improvised performances.

RESPONDING

ESSENTIAL QUESTION

How do performers understand and evaluate how the arts convey meaning?

BIG IDEAS

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Re.1 (Select)
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Re.2 (Analyze)
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Re.3, (Interpret)
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Re.4 (Evaluate)
- Relate musical ideas and works with varied context to deepen understanding. Cn.1 (Analyze, Evaluate)

- Synthesize and relate knowledge and personal experiences to make music. Cn.2 (Select)

GUIDING QUESTIONS

- How do individuals choose music to experience? Re.1
- How does understanding the structure and context of music inform a response? Re.2
- How do we discern the musical creators' and performers' expressive intent? Re.3
- How do we judge the quality of musical works and performances? Re.4

GRADE LEVEL FOCUS

The grade level focus of this domain is for students to identify the reasons for selecting music for performance and to understand how knowledge of the context and formal elements of the work inform the listeners' response. Students will identify interpretations of the expressive intent and meaning of musical works and describe how personal interest, experience and background impact the interpretation of music. With teacher guidance, students will apply this knowledge to analyze and interpret music they are performing.

FOCUS STANDARDS

- **Novice Re.1.N** Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
- **Novice Re.2.N** Identify how knowledge of context and the use of repetition, similarities, and contrast inform the response to music.
- **Re.3.N** Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.
- **Re.4.N** Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.