

Spring Lake Intermediate School  
 Curriculum Map  
 Intermediate 5<sup>th</sup> and 6<sup>th</sup> Grade Vocal Music

	<b>ASSESSMENTS</b> <ul style="list-style-type: none"> <li>• Unit presentation given at the end of 7 week course.</li> </ul>				
	<p>The following NCCAS (National Coalition for Core Arts Standards) are embedded throughout the year, and are present in all units applicable:</p> <p><b>Creating:</b> Imagine, Evaluate &amp; Refine, Present,  <b>Performing:</b> Select, Analyze, Interpret, Rehearse, Evaluate &amp; Refine, Present  <b>Responding:</b> Select, Analyze, Interpret, Evaluate  <b>Connecting:</b> Synthesize &amp; Relate</p>				
Common Anchor	NCCA/Standard	Learning Target	Resources	Assessment	
#1- Create/imagine Generate musical ideas for various purposes and contexts.  #2- Plan and Make Select and develop	Imagine - How do musicians generate creative ideas? The creative ideas, concepts, and feelings that influence musicians work emerge from a variety of sources.  How do musicians make	I can create rhythmic, melodic, and harmonic ideas that convey expressive intent.  I can organize and develop	Variety of resources and supplemental materials/age appropriate literature  Pattern of Sound Vol. 1 (Emily Crocker-Hal Leonard)	Public Performance @ every 7 weeks.  Daily Participation  Teacher Observation  Student Reflection	

<p>musical ideas for defined purposes and contexts.</p> <p>#3- Evaluate (evaluate and refine elected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>Present/Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p>#4 Performing</p>	<p>creative decisions? Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>How do musicians improve the quality of their creative work? Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>When is creative work ready to share? Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Select- How do performers select repertoire? Performer's interest in and knowledge of musical</p>	<p>artistic ideas and work.</p> <p>I can evaluate, improve, and perform artistic ideas.</p> <p>I can share personal music ideas with others.</p> <p>I can perform varied musical works to present based on interest, knowledge, technical skill</p>			
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<p>#5 Rehearse, Evaluate and Refine (Evaluate and refine personal and ensemble performances, individually or in collaboration with others).</p> <p>#6 Present (Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context)</p>	<p>works, understanding of their own technical skill and the context for a performance influence the selection of repertoire.</p> <p>How do musicians improve the quality of their performance? 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.</p> <p>Convey – Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p>	<p>and context.</p> <p>I can show I understand musical concepts through performance.</p> <p>I can evaluate and rehearse to improve my performance.</p> <p>I can communicate the meaning of a piece through my performance.</p>			
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<p>#7 Responding Choose music appropriate for a specific purpose or context.</p>	<p>Select – How do individuals choose music to experience? Individuals' selection of musical works is influenced by their interest, experiences, understandings, and purposes.</p> <p>Analyze – Response to music is informed by analyzing context (social, cultural, historical) and how creators and performers manipulate the elements of music.</p>				
<p>#8 Interpret Support interpretations of musical works that reflect creators' /performers' expressive intent.</p>	<p>How do we discern the musical creators' and performers' expressive intent? Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p>	<p>I can identify and explain the expressive qualities in music.</p>			

<p>#9 Evaluate (Support evaluations of musical works and performances based on analysis, interpretation and established criteria)</p>	<p>How do we judge the quality of musical works and performances? The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p>I can evaluate music or a performance to determine if it fits its' purpose.</p>			
<p>#10 Connecting personal experiences (Synthesize and relate knowledge and personal experiences to make music.)</p>	<p>How do musicians make meaningful connections to creating, performing, and responding? Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>I can combine and relate knowledge and personal experiences to make music (art).</p>			
<p>#11 Connect to History and Culture  How do musicians improve the quality of their creative work?</p>	<p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>I can demonstrate and explain how music relates to history and culture.</p>			

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