

**2021-22 FAME FW PHIL FW BALLET COMPOSITION PROJECT** will address the [3-5 Indiana Music Education Standards \(objectives\)](#):

**MUSIC-GENERAL: Connecting - Experience & Connect**

Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.

Enduring Understanding: Musical preferences are often informed by personal experience and encounters with music in daily life.

Essential Question(s): How do individuals experience and connect with music and develop preferences? How do individuals perceive and judge music that remains outside of their preferences?

3-5 (Cn.1.5.1): Demonstrate and explore how personal interests and skills relate to choices when creating, performing, and responding to music. 3-5 (Cn.1.5.2): Identify and practice life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

**MUSIC-GENERAL: Connecting - Apply & Transfer**

Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.

Enduring Understanding: Music has natural connections and applications to the other arts and disciplines outside the arts.

Essential Question(s): How do individuals apply and transfer knowledge and skills developed in music to the other arts and disciplines outside the arts? In which subjects and disciplines are individuals most likely to utilize the knowledge and skills acquired in music?

3-5 (Cn.2.5.1): Discover, identify, and explore how music connects to language arts and/or science, mathematics.

3-5(Cn.2.5.2): Discover, identify, and explore how music connects to other arts and humanities.

**MUSIC-GENERAL: Connecting - Explore**

Anchor Standard 3: Connect with a varied repertoire of music by exploring the relationships between music and history and culture.

Enduring Understanding: Music has its own unique history that has both influenced and been transformed by historical events.

Essential Question(s): What is the nature of music in various cultures and time periods throughout history? How have individuals utilized music to reflect and transform their culture throughout history?

3-5 (Cn.3.5.1): Identify, explore, and perform music associated with historical periods and how it connects to state, regional and national events.

3-5 (Cn.3.5.2): Compare and contrast contemporary American music with various world cultures through live or recorded authentic performances. 3-5 (Cn.3.5.3): Recognize and describe various roles of musicians in society.

### **MUSIC-GENERAL: Listening & Responding - Respond**

Anchor Standard 4: Listening and responding to a varied repertoire of music by audiating music.

Enduring Understanding: Individuals' first experiences with music are responding to the music they hear.

Essential Question(s): What is the relationship between individuals' ability to audiate and their level of musicianship? What processes best develop the skill of audiation and enhance individuals' music literacy?

3-5 (LR.4.5.1): Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities.

### **MUSIC-GENERAL: Listening & Responding - Understand & Inform**

Anchor Standard 5: Listening and responding to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.

Enduring Understanding: Individuals' responses to music are informed by their musical knowledge and understanding of how musicians manipulate musical elements within specific social, cultural, and historical contexts.

Essential Question(s): How does understanding the structure and context of music inform individuals' responses to music? Does greater understanding of the elements of music impact individuals' ability to appreciate music that remains outside of their preferences?

3-5 (LR.5.5.1): Define expressive music terms and apply them to selected musical examples.

3-5 (LR.5.5.2): Develop criteria for evaluating the quality and effectiveness of music performances, and compositions and apply these criteria to performances.

### **MUSIC-GENERAL: Listening & Responding - Interpret & Express**

Anchor Standard 6: Listening and Responding to a varied repertoire of music by interpreting and expressing music through movement.

Enduring Understanding: Individuals' understanding of music is enhanced when the music is experienced and expressed through movement.

Essential Question(s): How do individuals use movement to gain greater understanding of and enjoyment for music? How can individuals use movement to better communicate music's affect and/or the composer's intent?

3-5 (LR.6.5.1): Use conducting and other types of movement to demonstrate rhythmic patterns and duple/triple meters.

3-5 (LR 6.5.2): Demonstrate changes in melodic contour and simple harmonic progression through movement.

3-5 (LR 6.5.3): Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement in listening examples, singing games and simple folk dances.

### MUSIC-GENERAL: Performing - Develop & Perform

Anchor Standard 7: Performing a varied repertoire of music by singing, alone and with others, from rote memory and written notation.

Enduring Understanding: Singing is an essential musical skill that allows individuals to develop musical knowledge in the context of performance....

Essential Question(s): What processes best develop the skill of singing and encourage individuals to be knowledgeable lifelong participants in music? Where and when do individuals sing in daily life?

3-5 (P.7.5.1): Sing in groups and independently, while demonstrating appropriate breath control, pitch, diction, tone quality, and posture.

3-5 (P.7.5.2): Perform songs with sensitivity to diverse cultures, accurate use of languages, appropriate movement, and appropriate use of dynamics, phrasing, and articulation.

3-5 (P.7.5.3): Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.

3-5 (P.7.5.4): Perform appropriately for audience while following the cues of a conductor.

### MUSIC-GENERAL: Performing - Develop & Perform

Anchor Standard 8: Performing a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation.

Enduring Understanding: Playing instruments is an essential musical skill that allows individuals to develop musical knowledge in the context of performance.

Essential Question(s): What processes best develop the skill of playing instruments and encourage individuals to be knowledgeable lifelong participants in music? Where and when do individuals play instruments in daily life?

3-5 (P.8.5.1): Play pitched and non-pitched percussion, keyboard, string, and/or wind instruments using correct techniques for producing sound.3-5 (P.8.5.2): Play melodic, rhythmic, and chordal patterns at a consistent tempo.

3-5 (P.8.5.3): Play melodies, accompaniments, and ensemble parts of various styles and cultures on instruments expressively with correct rhythms, tempi, and dynamics.

3-5 (P.8.5.4): Perform appropriately for audience while following the cues of a conductor.

### MUSIC-GENERAL: Creating - Imagine

Anchor Standard 9: Creating a varied repertoire of music by improvising melodies, variations, and accompaniments.

Enduring Understanding: Improvisation is a real-time embodiment of an individual's musicianship, depth of musical knowledge, and creativity.

Essential Question(s): How might individuals use improvisation as a unique personal expression of their thoughts, feelings, and /or ideas? What processes best develop improvisation skills and enhance individuals' musicianship?

3-5 (Cr.9.5.1): Improvise independently and cooperatively successive melodic phrases to create a song.

3-5 (Cr.9.5.2): Improvise melodic and rhythmic variations of learned songs by singing and using instruments.

3-5 (Cr.9.5.3): "Improvise rhythmic, melodic, and harmonic accompaniments to songs using pitched and nonpitched classroom instruments and electronic sound sources."

#### **MUSIC-GENERAL: Creating - Transform**

Anchor Standard 10: Creating a varied repertoire of music by representing audiated and aurally perceived music.

Enduring Understanding: Creating visual representations of audiated and aurally perceived music is essential to preserving unique and expressive musical ideas.

Essential Question(s): How do individuals transform sound and music into visual representations? What is the relationship between individuals' ability to transform sound and music into visible representations and their musicianship

3-5 (Cr.10.5.1): Demonstrate the rhythm, melody, and form of an audiated and/or aurally perceived song through traditional and non-traditional notation.

3-5 (Cr.10.5.2): Demonstrate the rhythm, melody, and form of an audiated and/or aurally perceived song through traditional and non-traditional notation.

#### **MUSIC-GENERAL: Creating - Create**

Anchor Standard 11: Creating a varied repertoire of music by composing and arranging music with both traditional and non-traditional notation.

Enduring Understanding: When individuals compose and arrange music, they creatively use music elements to create a musical product with an expected affect.

Essential Question(s): How can individuals creatively produce unique contributions to music and society? What role do composers of music play within society?

3-5 (Cr.11.5.1): Plan, notate, and perform rhythmic speech compositions with text, including performance indicators such as tempo and dynamics.

3-5 (Cr. 11.5.2): Create, notate, and perform a song in a variety of meters.

3-5 (Cr. 11.5.3): Plan, arrange, and perform accompaniments to given melodies within specific guidelines.