

# General Music Course Cover Page

## AASD Fine Arts Foundation Beliefs

**Mission Statement of the AASD Music Department:**

To engage the heart, mind, and body of every child through the study and expressive performance of music.

**AASD General Music Department Vision Statement:**

AASD K-6 students will create, perform, respond and connect through quality music experiences to develop life long skills and comprehensive musicianship.

**Guiding Principles (Collective Commitments):**

In order to achieve our mission and vision, we as department members...

- Believe that all students belong, are welcome in our classrooms, and can succeed
- Express passion, joy, and love through our teaching
- Collaborate with colleagues, experts\*, and culture bearers, to find and create meaningful experiences
- Model perseverance, a growth mindset, and how to be a lifelong learner
- Plan instruction based on skill, knowledge, and affective outcomes, using a variety of high quality, culturally and developmentally responsive repertoire.

*\*Experts could mean those with more experience and/or knowledge in an area or culture than we ourselves have.*

*(Not necessarily a professional.)*

**AASD General Music Goals for Kindergarten - 6th grade Students**

All students (musicians) will leave the elementary grades competent and confident in their music making.

## Unit Overview

**K-2 General Music**

**Instructional Standards:**

MG1.Cr.1.e.;MG1.Cr.2.e.;MG1.Cr.3.e.;MG1.Cr.4.e.;MG2.P.1.e.;MG2.P.2.e.;MG2.P.3.e.;MG2.P.4.e.;MG2.P.5.e.;MG3.R1.e.;MG3.R2.e.;MG3.R3.e.;MG3.R4.e.;MG4.Cn.1.e.;MG4.Cn.2.e.;MG4.Cn.3.e.;MG4.Cn.4.e:

**Assessed Standards:**

MG.1.Cr.3.e, MG2.P.1.e, MG3.R2.e, MG4.Cn.2.e

**3-5 General Music**

**Instructional Standards:**

MG1.Cr.5.i.;MG1.Cr.6.i.;MG1.Cr.7.i.;MG1.Cr.8.i.;MG2.P.6.i.;MG2.P.7.i.;MG2.P.8.i.;MG2.P.9.i.;MG2.P.10.i.;MG3.R.5.i.;MG3.R.6.i.;MG3.R.7.i.;MG3.R.8.i.;MG4.Cn.5.i.;MG4.Cn.6.i.;MG4.Cn.7.i.;MG4.Cn.8.i:

**Assessed Standards:**

MG1.Cr.7.i, MG2.P.6.i, MG3.R.6.i, MG4.Cn.6.i

**6th Grade General Music**

**Instructional Standards:**

MG1.Cr.9.m.;MG1.Cr.10.m.;MG1.Cr.11.m.;MG1.Cr.12.m.;MG2.P.11.m.;MG2.P.12.m.;MG2.P.13.m.;MG2.P.14.m.;MG2.P.15.m.;MG3.R.9.m.;MG3.R.10.m.;MG3.R.11.m.;MG3.R.12.m.;MG3.R.13.m.;MG4.Cn.9.m.;MG4.Cn.10.m.;MG4.Cn.11.m.;MG4.Cn.12.m:

## Essential Understandings

- 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.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- 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
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- 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 the audience response
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

## Essential Questions

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- 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 do individuals choose music to experience?
- How does understanding the structure and context of music inform a response?
- How do we discern musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?