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| **Standard 1: Creating – Conceiving and developing new artistic ideas and work.** |
| **Process Component 1: Imagine- Generate musical ideas for various purposes and contexts.** |
| **Enduring Understanding**: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. | **Essential Question**: How do musicians generate creative ideas? |
| **Learning Targets** | **Essential Skills & Knowledge** | **Assessment** |
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| **Process Component 2: Plan and Make – Select and develop musical ideas for defined purposes and contexts.** |
| **Enduring Understanding**: Musicians’ creative choices are influenced by their expertise, context, and expressive intent. | **Essential Question**: How do musician make creative decisions? |
| **Learning Targets** | **Essential Skills & Knowledge** | **Assessment** |
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| **Standard 1: Creating – Conceiving and developing new artistic ideas and work.** |
| **Process Component 3: Evaluate and Refine – Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.** |
| **Enduring Understanding**: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. | **Essential Question**: How do musicians improve the quality of their creative work? |
| **Learning Targets** | **Essential Skills & Knowledge** | **Assessment** |
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| **Process Component 4: Present – Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.** |
| **Enduring Understanding**: Musicians’ presentation of creative work is the culmination of a process of creation and communication. | **Essential Question**: When is creative work ready to share? |
| **Learning Targets** | **Essential Skills & Knowledge** | **Assessment** |
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