### Artistic Process

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| **Creating**         | Recursive    | State Anchor Standards: 1, 2, and 3 | **Description:** The Creating component contains summative and formative assessments linking to Anchor Standards 1, 2, and 3. The instructional and assessment tools pertain to all aspects involved with generating creative musical ideas. The creating assessments give the students the opportunity to create/compose, refine and analyze original material as they demonstrate their understanding and mastery of musical concepts. | • 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? | • Body Percussion  
• D.I.Y. So You Can Fly  
• Faded Music in a Bottle  
• Melody Mimicry  
• Melody on a Roll  
• Partner Palooza  
• Rhythm on a Roll  
• Rhythm Romp  
• School Song  
• Sight-Reading Creation  
• Theme & Variation Project  
• Composition Project (culminating)  
• Year End Stretch (Culminating) |
| **Performing**       | Recursive    | State Anchor Standards: 4, 5, and 6 | **Description:** The Performing component contains summative and formative assessments linking to Anchor Standards 4, 5, and 6. The instructional and assessment tools pertain to all aspects involved with singing individually as part of the ensemble. In creating the assessments, special consideration was taken with regards to BCPS Honor's Auditions and BCPS Assessments. | • 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? | • Follow the Leader (Conductor Cues)  
• Healthy Singing  
• Ready! Set! Go!  
• Rehearsal Goals  
• Rubric Creation Project  
• Warm-Up Creation  
• You Be the Judge!  
• Year End Stretch (Culminating) |

### Enduring Understandings:

- The creative ideas, concepts, and feeling 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 creation and communication.

- Performers’ interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire.
- Analyzing creator’s context, and how they manipulate elements of music provide insight into their intent and informs performance.
### Responding

**State Anchor Standards:** 7, 8, and 9  
**Description:** The Responding component contains summative and formative assessments linking to anchor standards 7, 8 and 9. The instructional and assessment tools pertain to all aspects involved with responding to music. Assessment tasks explore responses to sheet music, scores, listening to performance pieces, rehearsals, and audiences.

**Enduring Understandings:**  
- 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 work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Activities:**  
- How do individuals choose music to experience?  
- How do we discern the musical creators' and performers' expressive intent?  
- How do we judge the quality of musical work(s) and performance(s)?  

### Connecting

**State Anchor Standards:** 10 and 11  
**Description:** The Connecting component contains summative and formative assessments linking to Anchor Standards 10 and 11. The instructional and assessment tools pertain to all aspects involved with connecting music to other disciplines. Assessment tasks include genre study, music careers, virtual performances, making a playlist, how student's connect music to their lives,

**Activities:**  
- 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?
Maryland Fine Arts Standards for Music

Creating:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Anchor Standard 2: Organize and develop artistic ideas and work.
Anchor Standard 3: Refine and complete artistic work.

Performing/Presenting:
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Anchor Standard 5: Develop and refine artistic techniques and work for presentation
Anchor Standard 6: Convey meaning through the presentation of artistic work.

Responding:
Anchor Standard 7: Perceive and analyze artistic work for presentation.
Anchor Standard 8: Interpret intent and meaning in artistic work.
Anchor Standard 9: Apply criteria to evaluate artistic work.

Connecting:
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.