








Table of Contents for CREATE Lessons – Distance Learning Seasons 1 and 2


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Keep in mind the easiest way to present these lessons to you is in "worksheet" format, but that doesn't mean they should stay that way. You are welcome to use these resources "as is," cut them up, or maybe they will spark new ideas better suited to your students and situation.

| Grade | Strand* | "I can..." | Resource |
|---|---------|---|---|
| K-2 | Create | I can add sounds to help tell a story. | Story Time-Elementary Part 1 Add found sounds to a reading of <i>Chicka Chicka Boom Boom</i> . |
| | | I can make up a melody to help tell a story. | Make up a melody for <i>Pete the Cat</i> to sing when his shoes change color. http://www.petethecatbooks.com/songs/ Bonus! Read along with a jazzy song. |
| K-2 | Create | I can use my voice to echo musical sounds. | Musical Sounds Scavenger Hunt Find musical sounds around the house or apartment and replicate them. |
| 4-8 | Create | I can create a rhythm composition. | Move it! Plan and organize 2-measure phrases into an 8-measure composition, then put it in your feet. |
| 4-8  | Create | I can create a melody with direction and form. | Composition a la PlayXylo Use the browser-based virtual xylophone to create patterns, combine patterns into phrases, and phrases into a melody. Iconic notation is used for pitch; rhythm is not notated (but could be with your modifications). |
| 3-12 | Create | I can create and perform music from symbols. | Abstract Music How could different shapes, lines, and colors represent sound? |
| 4-12  | Create | I can compose a soundtrack for this commercial/video. | The SKITTLES Commercial Needs a New Soundtrack! Create a 30-second soundtrack using found sounds. No music notation expected. |
| 4-8  | Create | I can improvise musical phrases on my recorder. | Recorder – Groovin’ from Home A set of 6 short improvisation experiences for recorder students. Just follow the narrator’s instructions and have fun! Tracks increase in complexity, using 1 to 3 pitches and 5 popular styles. Reflection emojis support self-awareness skills of Social Emotional Learning. |
| 5-12  | Create | I can improvise musical phrases on my orchestra instrument. | Strings – Groovin’ from Home A set of 8 short improvisation experiences for orchestra students. Just follow the narrator’s instructions and have fun! Tracks increase in complexity, using 1 to 5 pitches and 6 popular styles Reflection emojis support self-awareness skills of Social Emotional Learning. |
| 5-12  | Create | I can improvise musical phrases on my band instrument. | Band – Groovin’ from Home A set of 8 short improvisation experiences for band students. Just follow the narrator’s instructions and have fun! Tracks increase in complexity, using 1 to 5 pitches and 6 popular styles. Reflection emojis support self-awareness skills of Social Emotional Learning. |

| Grade | Strand* | "I can..." | Resource |
|---|---------|--|---|
| 5-12  | Create | I can improvise musical phrases on my band instrument. | Creating with Ben Folds A set of 8 short improvisation experiences for band students. Just follow the narrator's instructions and have fun! Tracks increase in complexity, using 1 to 5 pitches and 6 popular styles. Reflection emojis support self-awareness skills of Social Emotional Learning. |
| 9-12 | Create | I can create three variations on a given melody. | Three Variations on a Theme Plan and organize three variations on a given theme with program notes. Appropriate for instrumental or vocal application; multiple ranges and clefs provided. Checklist given for reflection and feedback. |

* The strands of the K-12 Minnesota Standards in Music are Foundations, Create, Perform, Respond, and Connect. These lesson resources address anchor standard(s) and grade-level benchmark(s) within the identified strand.