

2.1. Music is comprised of patterns of notes that can be arranged in various forms.

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Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.J Objectives: <ul style="list-style-type: none"> • The students will be able to label and interpret symbols for forte, piano, crescendo, decrescendo, and accent. • The students will be able to sing in legato and staccato styles • The students will be able to follow written AB, ABA, and verse and refrain form. • The students will be able to follow lyrics in printed music (one line). • The students will be able to explain the characteristics of ostinato and relate it to a visual representation of loops. • The students will be able to demonstrate hand signs and pitches for fa and ti. • The students will be able to read and play rhythms using quarter notes, quarter rests, paired eighth notes, half notes, and dotted half notes. • The students will be able to read pitches on one-line and two-line staves. 	Students match card to pitch. Students finish stepwise patterns by choosing the correct card (correct hand sign picture). Teacher check for accuracy and record results.	Concepts: <ul style="list-style-type: none"> • Forte, piano • Crescendo, decrescendo • Legato, staccato • AB, ABA form • Verse and refrain • Accent • Ostinato/loop • Dotted half note (ta-a-a) • Solfege: fa, ti Competencies: <ul style="list-style-type: none"> • Recognize and interpret symbols for forte, piano, crescendo, decrescendo, and accent • Sing in legato and staccato styles • Follow written AB, ABA, and verse and refrain form • Follow lyrics in printed music (one line) • Recognize ostinato and relate it to loops • Demonstrate hand signs and pitches for fa and ti • Read and play rhythms using quarter notes, quarter rests, paired eighth notes, half notes, and dotted half notes • Read pitches on one-line and two-line staves 	<ul style="list-style-type: none"> • Forte • Piano • Crescendo • Decrescendo • Accent • Legato • Staccato • Verse • Refrain • AB form • ABA form • Ostinato • Loop • Fa • Ti • Staff • Lyrics • Dotted note • Dotted half note (ta-a-a) 	Teacher models hand signs . Warm up class with stepwise patterns of solfege hand signs following direction of pitch (high and low). Teacher now adds fa and ti and models hand signs. Students practice. Students lead the class in matching hand signs and pitch. What are different ways we can represent pitch with our body?

Materials and Resources

Piano
 Solfege hand sign flash cards
 Interactive whiteboard and computer
 Classroom with adequate movement space

2.2. Different voices and/or instruments have different sounds.

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Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.H Objectives: <ul style="list-style-type: none"> • The students will be able to differentiate between child and adult voices. • The students will be able to explain the difference between singing in unison and singing in a round. • The students will be able to sing in a round. • The students will be able to match pitch within a limited range. • The students will be able to sing simple songs in languages other than English. • The students will be able to list characteristics of instruments and playing techniques that affect timbre. • The students will be able to identify the four orchestral instrument families. • The students will be able to match instruments (violin, trumpet, flute, snare drum) to their family. • The students will be able to play borduns on Orff instruments. • The students will be able to demonstrate proper way to remove and replace bars on Orff instruments. • The students will be able to improvise on Orff instruments using the pentatonic scale, beginning and ending on the tonic. 	Watch "Peter and the Wolf" and list the various instruments. Using a diagram sheet, students will list the appropriate instruments in the appropriate boxes. List the instruments that break the rules as to how they are categorized and which do not fit in the given categories.	Concepts: <ul style="list-style-type: none"> • Timbre • Child and adult voices • Unison • Partner song • Violin • Trumpet • Flute • Snare drum • String • Brass • Woodwind • Percussion • Bordun Competencies: <ul style="list-style-type: none"> • Match pitch within a limited range • Sing simple songs in languages other than English • Recognize characteristics of instruments and playing techniques that affect timbre • Recognize that there are different families of instruments • Identify one member of each instrument family: <ul style="list-style-type: none"> ◦ Violin ◦ Trumpet ◦ Flute ◦ Snare drum • Play borduns on Orff instruments • Demonstrate proper way to remove and replace bars on Orff instruments • Improvise on Orff instruments using the pentatonic scale, beginning and ending on the tonic 	<ul style="list-style-type: none"> • Timbre • Unison • Violin • Trumpet • Flute • Snare drum • String • Brass • Woodwind • Percussion • Bordun • Partner song • Pitch 	Students will examine homemade examples of percussion, string and wind instruments. Students will describe how each one works. Students will list instruments that work like the home made models. e.g. guitar is like a rubber band instrument, drum is like a hitting a coffee can and oboe is like the straw with the slit on the end that you blow into. What kinds of new instruments might yet be developed?

Materials and Resources

Piano
 Resource recordings and equipment to play them
 "Peter and the Wolf" DVD
 Home made instruments (straw, box with rubber bands, empty coffee can and stick)
 Interactive whiteboard and computer
 Classroom with adequate movement space



2.3. Musicians can create and perform music to tell stories.

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Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.E Objectives: <ul style="list-style-type: none"> • The students will be able to describe the difference between program music and absolute music. • The students will be able to sequence the beginning, middle, and end of stories, including musical stories. • The students will be able to compose and notate (using iconic or traditional notation) soundtracks to accompany stories. • The students will create a story to accompany an existing piece of music. 	Students will write out a short rhythm for the given part of the story. Teacher will perform the rhythms and choose some for the class to perform. Compare rhythms--faster-slower, regular-irregular, etc.	Concepts: <ul style="list-style-type: none"> • Program music • Absolute music • Beginning, middle, end Competencies: <ul style="list-style-type: none"> • Compose and notate (using iconic or traditional notation) soundtracks to accompany stories • Create a story to accompany an existing piece of music 	<ul style="list-style-type: none"> • Program music • Absolute music • Compose • Introduction (beginning) • Middle • End • Sequence 	Teacher will improvise music on a drum as story is told. Teacher will read a scene from a familiar story (Goldilocks and the Three Bears). Why do rhythms affect our perceptions and moods?

Materials and Resources

Paper and pencils
 Classroom percussion instruments - hand drums
 Piano
 Interactive whiteboard and computer
 Classroom with adequate movement space

2.4. People of the United States of America have diverse musical traditions.

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Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.2.3.A, 9.2.3.C, 9.2.3.D, 9.2.3.E, 9.2.3.F, 9.2.3.G, 9.2.3.H, 9.2.3.J, 9.2.3.K, 9.2.3.L, 9.3.3.C, 9.3.3.F Objectives: <ul style="list-style-type: none"> • The students will be able to list characteristics of patriotic music. • The students will be able to relate origins of folk songs to geographic regions in the U.S. • The students will be able to describe the qualities of folk instruments. • The students will be able to describe factors that influence folk songs in a particular region. 	Discuss the setting (mountains), the time period (the industrial revolution and railroad building). Students will write a few sentences describing how the setting and time period were an important part of this story.	Concepts: <ul style="list-style-type: none"> • American patriotic music • American folk songs from different regions (including songs by Pennsylvania musicians) • Folk instruments Competencies: <ul style="list-style-type: none"> • Relate origins of folk songs to geographic regions in the U.S. • Understand the influence of various factors on the development of folk songs, e.g. environmental sounds, availability of materials for instruments, languages, native and immigrant populations 	<ul style="list-style-type: none"> • Patriotic music • Environment • Folk instruments • Materials • Region 	Teacher will read the story "John Henry." What examples from the story make it a "tall tale?" Listen to the song "John Henry." What kind of "bigger than life" tall tale heroes might be in stories of the future and what kind of music might tell their tale?
Materials and Resources Piano Resource recordings and equipment to play them Interactive whiteboard and computer Classroom with adequate movement space				

2.5. People use descriptive language to explain the quality of music.

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Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.2.3.A, 9.2.3.B, 9.2.3.F, 9.3.3.A, 9.3.3.B, 9.3.3.F Objectives: <ul style="list-style-type: none"> • The students will be able to use more advanced formal elements and principles to compare the quality of two different genres of music. • The students will be able to provide feedback to peers to improve performance. 	Students will create criteria for discerning whether music is jazz or classical genre. Listen to examples of Bach's Invention in D minor by Glenn Gould and then by Gordon Goodwin. Using student generated criteria, write a comparison of the two versions of the piece.	Concepts: <ul style="list-style-type: none"> • Context Competencies: <ul style="list-style-type: none"> • Recognize the context of a work • Use more advanced formal elements and principles to compare the quality of two different genres of music • Provide feedback to peers to improve performance 	<ul style="list-style-type: none"> • Context • Feedback • (Formal elements and principles outlined in big ideas 1 and 2) 	Play four examples and ask students to respond by stating what type of music the example is. i.e., classical, jazz, rock, etc. Discuss why they thought examples fit certain categories. List answers. As musical styles continue to crossover each other, will there ever be a time when there is just one style of music? Why do you think this?
Materials and Resources Piano Resource recordings and equipment to play them Interactive whiteboard and computer Classroom with adequate movement space				

2.6. People talk about their opinions using music vocabulary.

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Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.3.C, 9.3.3.A, 9.3.3.B Objectives: <ul style="list-style-type: none"> • The students will be able to support a personal opinion about a work using music vocabulary. • The students will be able to express personal opinions about music and identify how those opinions compare to others. 	In groups of two (pairing up one who likes and one who doesn't like, students will discuss why they held that particular opinion. Students will write a short explanation of their opinion on the musical example.	Concepts: <ul style="list-style-type: none"> • <i>No new concepts</i> Competencies: <ul style="list-style-type: none"> • Provide support for a personal opinion about a work using music vocabulary • Compare a personal opinion to the opinion of another person 	<i>No new vocabulary</i>	Teacher will play a musical selection. Students will stand on one side of the class or the other or in middle to express an opinion of whether they like or don't like a piece of music. When is it important to express an opinion and when is it not? Why?
Materials and Resources				
Piano Resource recordings and equipment to play them Interactive whiteboard and computer Classroom with adequate movement space				