

K.1. Music is comprised of organized sound and silence.

Wednesday, May 06, 2015 1:46 PM

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 Objectives: <ul style="list-style-type: none"> • The students will be able to distinguish among singing, whispering, calling, and speaking voices. • The students will be able to maintain a steady beat. • The students will be able to differentiate between high and low, loud and soft, and fast and slow sounds. • The students will be able to demonstrate hand signs and pitches for mi, sol. • The students will be able to read iconic notation that includes sound and silence. • The students will be able to read and play rhythms using quarter notes, quarter rests, and paired eighth notes. • The students will be able to apply contrasting movements to different sections of music. 	Students walk or march to a steady beat. Teacher watches students and documents success with a checklist. Given examples, students will identify singing vs. whispering vs. calling vs. speaking voices. Students will use singing, whispering, speaking and calling voices. Teacher will document progress with a checklist.	Concepts: <ul style="list-style-type: none"> • Difference between singing, whispering, calling, and speaking voices • Steady beat • Loud and soft • High and low • Fast and slow • Solfege: mi, sol (movable do) • Quarter note (Ta) • Quarter rest (Rest) • Paired eighth notes (Ti ti) Competencies: <ul style="list-style-type: none"> • Use four voices: singing, whispering, calling, speaking • Demonstrate fast and slow steady beat • Demonstrate hand signs and pitches for mi, sol (high and low) • Move to show loud and soft, high and low, fast and slow • Read iconic notation that includes sound and silence • Read and play rhythms using quarter notes, quarter rests, and paired eighth notes • Recognize differences between two very different sections of music 	<ul style="list-style-type: none"> • Singing voice • Whispering voice • Calling voice • Speaking voice • Steady beat • Loud • Soft • High • Low • Fast • Slow • Mi • Sol • Ta • Ti ti • Rest 	Teacher will observe the tempo that students use when they walk into the room. Using that tempo as a starting point, teacher will play music with a steady beat on piano, a classroom percussion instrument, or other sound source. If students are not keeping a steady beat, the teacher will modulate the tempo to more closely match the student's natural gait, then modifies the tempo up or down. What are examples of things that have a steady beat, and why is it important for them to keep a steady beat? Teacher will model the voice types and student will respond in echo. Student volunteer will give examples of voice types and class will respond. Check students individually for ability to produce the four voices. Where, when and why would we use the four voice types?

Materials and Resources

Classroom percussion instruments - hand drums
 Piano
 Resource recordings and equipment to play them
 Interactive whiteboard and computer
 Classroom with adequate movement space

K.2. People can use voices and instruments to perform music.

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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.F, 9.1.3.H, 9.1.3.J Objectives: <ul style="list-style-type: none"> • The students will be able to demonstrate basic playing techniques on classroom percussion instruments. • The students will be able to differentiate between call and echo and call and response. • The students will be able to sing short songs from memory. • The students will be able to start and stop upon cues from a conductor. • The students will be able to sing alone and in a group. • The students will be able to play classroom percussion instruments alone and in a group. • The students will be able to improvise rhythms within a call and response framework. 	Students will discern between two short phrases as being the same (echo) or different (response). Teacher will use worksheets to document student success.	Concepts: <ul style="list-style-type: none"> • Basic playing techniques for classroom percussion instruments • Call and echo • Call and response Competencies: <ul style="list-style-type: none"> • Memorize short songs • Respond to basic cues from a conductor (start and stop) • Sing alone and in a group • Play classroom percussion instruments alone and in a group • Improvise rhythms within a call and response framework • Differentiate between call and echo and call and response 	<ul style="list-style-type: none"> • Call and echo • Call and response • Start and stop • Conductor 	Warm up class with "Good Morning (Afternoon) Song" sung in in echo. Students will watch/listen to a recording that features an echo and another that features call and response. Given Examples, students will circle appropriate symbol for either "echo" or "call and response" on worksheets. How is an echo made?

Materials and Resources

"Good Morning (Afternoon) Song"
 Classroom percussion instruments - hand drums
 Piano
 Resource recordings and equipment to play them
 Interactive whiteboard and computer
 Classroom with adequate movement space

K.3. Music communicates emotions.

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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.E Objectives: <ul style="list-style-type: none"> The students will be able to demonstrate emotion in music through movement. The students will be able to describe elements of music that elicit emotion. The students will be able to create and perform short motifs (with voices, body percussion, instruments) to match traits of characters in a story. 	Students will create short motifs that represent various events of a story. Teacher will use checklist to track student choices and their ability to create their motifs at the correct time in the story.	Concepts: <ul style="list-style-type: none"> Emotions: happy, sad, scared, excited Competencies: <ul style="list-style-type: none"> Move to respond to emotion in music Describe elements of music that elicit emotion Create short motifs (with voices, body percussion, and/or instruments) to match traits of characters in a story 	<ul style="list-style-type: none"> Emotion Happy Sad Scared Excited 	Range, sudden changes in dynamics, tempo, articulations that demonstrate emotion. Teacher will read "The Very Hungry Caterpillar." As a class, list the foods that the caterpillar eats and assign instruments to represent the caterpillar eating these various foods. Students will choose instruments and teacher will tell story this time with a "soundtrack" improvised by students. How do changes in dynamics/tempo affect you emotionally?

Materials and Resources

"The Very Hungry Caterpillar"
 Classroom percussion instruments - hand drums
 Piano
 Resource recordings and equipment to play them
 Interactive whiteboard and computer
 Classroom with adequate movement space

K.4. Music is used as a means to celebrate events in people's lives.

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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.E, 9.1.3.I, 9.2.3.A, 9.2.3.F Objectives: <ul style="list-style-type: none"> • The students will be able to match songs with events that the songs celebrate. • The students will be able associate stories with events that the stories outline. 	Given a musical example, students will relate and mimic the characters of <i>Magic Flute</i> . Teacher will use checklist to track who made appropriate correlation of character and music.	Concepts: <ul style="list-style-type: none"> • Events that people celebrate • Stories associated with celebrations Competencies: <ul style="list-style-type: none"> • Choose and perform celebratory music from different places and times 	<ul style="list-style-type: none"> • Celebrate • Holiday 	Teacher will read the first part of the <i>Magic Flute</i> and play the accompanying music. Student volunteers will lead the class in mimicking the main characters through movement. What would you do if you had a <i>Magic Flute</i> of your own?

Materials and Resources

Magic Flute Story Book
 Classroom percussion instruments - hand drums
 Piano
 Resource recordings and equipment to play them
 Interactive whiteboard and computer
 Classroom with adequate movement space

K.5. People make judgments about the quality of music.

Wednesday, May 06, 2015 2:01 PM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.3.3.B Objectives: <ul style="list-style-type: none"> • The students will be able to identify elements of performance that contribute to quality. • The students will be able to listen and adjust. • The students will be able to describe elements that they hear after listening. • The students will be able to describe their own performance and the performance of others. 	Using picture/word bank cards, students will chose a card(s) that describe a performance. Teacher will monitor and record student choices.	Concepts: <ul style="list-style-type: none"> • Quality • Judgment • Mindful musical listening Competencies: <ul style="list-style-type: none"> • Recognize when elements of performance as a group are good or not • Listen and adjust • Listen for specific elements • Describe own performance and the performance of others 	<ul style="list-style-type: none"> • Mindful musical listening 	Use movement to describe elements of music. Students will listen to musical examples. Discuss if they like the music and why. Describe rhythm, tempo, instruments, etc. Why does music make you want to move?

Materials and Resources

Classroom percussion instruments - hand drums
 Piano
 Resource recordings and equipment to play them
 Interactive whiteboard and computer
 Classroom with adequate movement space
 word bank cards

K.6. People have opinions about musical works.

Wednesday, May 06, 2015 2:01 PM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.3.3.B, 9.3.3.G Objectives: <ul style="list-style-type: none"> The students will be able to state and support opinions about musical works. 	Students will signal whether they like, dislike or are indifferent to a performance. Students will state a reason why they enjoyed a piece of music. Teacher checklist	Concepts: <ul style="list-style-type: none"> Opinion Competencies: <ul style="list-style-type: none"> State and support opinions about musical works 	Opinion	Listen to musical examples. Discuss the music in terms of tempo, style, texture, mood, etc. What 'things' did the students like? Why is one person's opinion about music different then another person's opinion?
Materials and Resources				
Classroom percussion instruments - hand drums Piano Resource recordings and equipment to play them Interactive whiteboard and computer Classroom with adequate movement space				