

1.1. Music is comprised of sound and silence organized in melodies and rhythms.

Wednesday, May 06, 2015 1:50 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 demonstrate beat and rhythm independently. • The students will be able to show the contour of a melodic line. • The students will be able to demonstrate hand signs and pitches for do, re, and la. • The students will be able to read and play rhythms using quarter notes, quarter rests, paired eighth notes, and half notes. 	Students will label tah's, ti-ti's and rests. Students will practice reading and playing (hand drums) rhythm patterns consisting of tah's, ti-ti's and rests. Check Individual students performing solo and/or leading the class in playing rhythms.	Concepts: <ul style="list-style-type: none"> • Melody • Rhythm • Difference between beat and rhythm • Half note (Ta - a) • Solfege: do, re, la Competencies: <ul style="list-style-type: none"> • Follow contour of a melodic line • Demonstrate hand signs and pitches for do, re, and la • Read and play rhythms using quarter notes, quarter rests, paired eighth notes, and half notes • Differentiate between beat and rhythm • Describe differences in A and B sections 	<ul style="list-style-type: none"> • Melody • Rhythm • Half note (ta - a) • Do • Re • La • Part A • Part B 	Students will read and perform symbols representing two even sounds per beat, one sound per beat or no sounds per beat. Why are there places in the music where there is silence?

Materials and Resources

Rhythm/white board flash cards
 Classroom percussion instruments - hand drums
 Piano
 Resource recordings and equipment to play them
 Interactive whiteboard and computer
 Classroom with adequate movement space

1.2. People can use voices and instruments to improvise 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.H, 9.1.3.J Objectives: <ul style="list-style-type: none"> • The students will be able to demonstrate basic playing techniques for Orff instruments. • The students will be able to play solos and accompaniments on Orff instruments. • The students will be able to improvise on Orff instruments using the pentatonic scale. • The students will be able to improvise words to a familiar rhythm. 	Students will practice a folk song with attention to rhythm and pitch matching. Students will choose a word/words to convey a different idea/feeling to the music. Generate a list of choices and discuss the affect of the choices, e.g. made music faster, made song sound silly, etc. Teacher checklist.	Concepts: <ul style="list-style-type: none"> • Basic playing techniques for Orff instruments • Improvisation • Accompaniment • Solo Competencies: <ul style="list-style-type: none"> • Play solos and accompaniments on Orff instruments • Improvise on Orff instruments using the pentatonic scale • Improvise words to a familiar rhythm 	<ul style="list-style-type: none"> • Improvise • Accompaniment • Solo 	Students will change words to a familiar song to change the meaning of the song. Why do people express themselves through music?

Materials and Resources

Piano
 Resource recordings and equipment to play them
 Interactive whiteboard and computer
 Classroom with adequate movement space

1.3. People can express themselves through music.

Wednesday, May 06, 2015 2:02 PM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.E, 9.4.3.B</p> <p>Objectives:</p> <ul style="list-style-type: none"> • The students will be able to create expressive movements to illustrate emotions in music. • The students will be able to describe changes in mood in a piece of music. • The students will be able to match movements to musical expression. • The students will be able to create soundtracks to accompany short stories. 	<p>Students will work in teams to create movements to portray parts of a story line that will be sequenced with the help of cue cards.</p> <p>Make a list of the portrayals and movements that were created to "act out" the music.</p> <p>Students will add their ideas to the lists.</p> <p>Who was clear in portraying the music through movement and why? e.g., "it was easy to tell that the mice were fighting because the student(s) curled up their hands like mice and scurried around the room just as the music sounded like it was scurrying."</p> <p>Teacher check for accuracy and record results.</p>	<p>Concepts:</p> <ul style="list-style-type: none"> • Expressive movement <ul style="list-style-type: none"> ◦ Smooth and broken ◦ Expand and contract ◦ Extended and short ◦ Sudden and slow ◦ Solo and partner • Building and changing emotion in a piece of music <p>Competencies:</p> <ul style="list-style-type: none"> • Move to show varied emotions in music • Match movements to musical expression • Create soundtracks to accompany short stories 	<ul style="list-style-type: none"> • Smooth • Broken • Expand • Contract • Extended • Short • Sudden • Slow • Solo • Partner • Soundtrack 	<p>Listen and watch excerpts from "The Nutcracker." that express a varied range of emotions.</p> <p>Students will work in teams to create movements to portray parts of a story line that will be sequenced with the help of cue cards.</p> <p>How does music inspire movement?</p>

Materials and Resources

"Nutcracker" cards
 Piano
 Resource recordings and equipment to play them
 Interactive whiteboard and computer
 Classroom with adequate movement space

1.4. Music is used by various groups of people as a means to pass on traditions.

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Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>9.1.3.A, 9.1.3.B, 9.1.3.C, 9.2.3.A, 9.2.3.C, 9.2.3.F, 9.2.3.G, 9.2.3.K</p> <p>Objectives:</p> <ul style="list-style-type: none"> • The students will be able to differentiate between folk songs, lullabies, and marches. • The students will be able to share music that is associated with personal or family traditions. • The students will be able to apply appropriate vocal techniques and expression to folk songs, lullabies, and marches. • The students will be able to identify the purpose of various types of music. • The students will relate origins of music to geographic regions. 	<p>Students describe what they are hearing and predict type, language, origin and function of music.</p> <p>Teacher check for accuracy and record results.</p>	<p>Concepts:</p> <ul style="list-style-type: none"> • Folk songs (including dances and game songs) • Lullabies • Marches • Music associated with personal/family traditions <p>Competencies:</p> <ul style="list-style-type: none"> • Apply appropriate vocal techniques and expression to folk songs, lullabies, and marches • Understand the purpose of various types of music • Relate origins of music to geographic regions 	<ul style="list-style-type: none"> • Folk songs • Folk dances • Game songs • Lullabies • Marches • Tradition 	<p>Teacher introduces three genres of music. e.g., march, lullaby, folk song.</p> <p>Students will listen to example of each genre.</p> <p>How does life in different places affect people's musical languages?</p>

Materials and Resources
<p>Piano Resource recordings and equipment to play them Interactive whiteboard and computer Classroom with adequate movement space</p>

1.5. People use criteria to describe 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)
<p>9.1.3.A, 9.1.3.B, 9.1.3.C, 9.3.3.A, 9.3.3.B, 9.3.3.E, 9.3.3.F</p> <p>Objectives:</p> <ul style="list-style-type: none"> • The students will be able to compare two performances and describe how the later performance improved. • The students will be able to use formal elements and principles to describe the quality of music. • The students will be able to identify simple steps to improve own performance. 	<p>Students in pairs will complete an assessment chart with the following components: tone, rhythm, enunciation, basic expressions</p> <p>Teacher check for accuracy and record results.</p>	<p>Concepts:</p> <ul style="list-style-type: none"> • Quality is a process <p>Competencies:</p> <ul style="list-style-type: none"> • Recognize and acknowledge improvement • Use formal elements and principles to describe the quality of music • Identify simple steps to improve own performance 	<p>No new vocabulary</p>	<p>Listen to a recorded example of a student performance and use simple criteria to find flaws and strengths in the example.</p> <p>Use a star rating chart to assess the following: Tone Rhythm Enunciation Basic Expressions (loud, soft, smooth, separated).</p> <p>Why do people have different opinions about the quality of something?</p>

Materials and Resources

Piano
 Resource recordings and equipment to play them
 Interactive whiteboard and computer
 Classroom with adequate movement space

1.6. People have opinions about musical works that may differ.

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Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.3.3.A, 9.3.3.B Objectives: <ul style="list-style-type: none"> • The students will be able to express and support a personal opinion about a musical work. • The students will be able to restate the opinions of others. 	List and discuss varied opinions. Teacher check for accuracy and record results.	Concepts: <ul style="list-style-type: none"> • People can have divergent opinions about the same work. Competencies: <ul style="list-style-type: none"> • Acknowledge the opinions of others • Provide support for a personal opinion about a work 	Support	Students listen to a piece of music. They pair up; one student shares his/her opinion, and the other student restates that opinion for the class. How do people come about to have opinions?

Materials and Resources

Piano
 Resource recordings and equipment to play them
 Interactive whiteboard and computer
 Classroom with adequate movement space