Unit I: Introduction to Our Musical World

Content Area: **Music**
Course(s): **Music**
Time Period: **September**
Length: **8 weeks**
Status: **Published**

Enduring Understandings

1. Music is organized sound

2. Music allows for creative expression

Essential Questions

1. How can I express myself musically?
2. Why do we sing?
3. Why do we like song games?

Content

Going on a Bear Hunt

Muffin Man?

One Finger One Thumb (STM)

ABCs

Baa Baa Blacksheep

Shake My Sillies Out (STM)

Somebody's Knocking at My Door

Bienvenidos (STM)

Row Row

Wheels on the Bus

Skills

- Musical Opposites:
- Steady Beat/No Beat
- Fast/Slow
- High/Low
- Same/Different
- Call/Echo
- Speaking/Singing Head Voices
- Loud/Soft
- Instrument Timbre (i.e.: shake, scrape, woods, metals, etc…)

- Exploring personal space
- Exploring shared space
- Circle, linear formations
- Develop social skills
- Practice taking turns
- Demonstrate respect of self, others and equipment

Standards

VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.3.2.B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.