Unit 2: Folk, Seasonal and Patriotic Music

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

Enduring Understandings

- Folk Music, Patriotic Music, and Seasonal Music are important genres of music for study to make cultural connections.
- Different styles of music are a product of and representation of cultural and historical influences.
- Students of all ages and ability levels can and should experience a variety of great musical genres.

Essential Questions

- Why is this music important to MY life?
- How does music make you feel?
- How is music from different cultures the same and different?

Content

Old MaDonald

She'll Be Comin' Round the Mountain

Pumpkin, Pumpkin (Wee Sing - JB)

Must Be Santa (STM)

Skills

- Sing and play instruments to accompany seasonal songs throughout the year
- Sing and play instruments to accompany patriotic songs throughout the year
- Sing and play instruments to accompany folk songs throughout the year
- Perform folk dances to accompany folk songs
- Compare and contrast music of different cultures through different characteristics
- Perform world music selections in English and world languages
- Perform childhood song games
- Discuss cultural impact of folk, seasonal and patriotic music

Resources

Quaver Music

Standards

VPA.1.1.2	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.2.A	Dance
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.CS1	Original choreography and improvisation of movement sequences begins with basic understanding of the elements of dance.
VPA.1.3.2.B	Music
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
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.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.
VPA.1.3.2.B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor’s cues.
VPA.1.4.2	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.2.A	Aesthetic Responses
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.