Unit 3: Performance Skills

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

Enduring Understandings

- Performing in music is a life-long opportunity, through which people can experience enjoyment and satisfaction.
- Performing in music requires commitment to learning, practicing and mastering material.
- Performing in music manifests itself in many forms, such as singing or playing an instrument, alone or with others in an ensemble.

Essential Questions

- How can I participate most effectively in a performance setting?
- What skills do I need to learn to be able to perform?
- Why did I enjoy this performance?

Content

Charlie Over the Ocean

Bow Wow Wow

Here Comes a Bluebird

Here We Go Looby Loo (Sandy's hula hoops)

Sally Go Round the Sun (scarves)

Alouette

5 Green and Speckled Frogs (Sandy)

Ten in the Bed (Wee Sing – Silly Songs)

Skills

- Perform a variety of vocal selections with proper posture, breath support, and vocal production technique

- Perform in unison settings
- Perform from written scores and rote repetition
- Perform appropriately on classroom instruments: accompaniments, borduns, rhythm patterns, and other parts.
- Perform with confidence and correctness in small and large group settings
- Improvise short rhythmic and melodic patterns

Resources

Standards

VPA.1.3.2	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
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.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.
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.