Unit 4: Beginning Music Literacy

Content Area: **Language Arts Literacy**
Course(s): **Music**
Time Period: **February**
Length: **8 weeks**
Status: **Published**

Enduring Understandings

- Rhythm and pitch can be expressed through written symbols (i.e. pictures, icons, etc…)
- Music is organization of sound, categorized using different properties.

Essential Questions

- Why is it important to have to read music?
- How do I make music my own through musical choices?

Content

I've Been Working on the Railroad

Engine, Engine Number 9

Frere Jaques

Buenos Dias (Jon)

BINGO

Skills

- Perform musical examples from a variety of sources and backgrounds, demonstrating ability to:
- Maintain steady beat
- Change Tempos
- sing/play from rote, and notation, showing higher and lower
- sing/play louder/softer
- sing/play rhythmic figures, (written and by rote) including, but not limited to quarter notes and rests
- move creatively reflecting musical elements, i.e.: mood, rhythm, beat, tempo, dynamics, melodic contour of musical selections
- Vocally match pitch
- Differentiate musical timbres, such as vocal qualities, instruments

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.B	Music
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
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	Music
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.