Unit 2: Introducing Music Literacy

Content Area: **Music**
Course(s): **Art, Music**
Time Period: **November**
Length: **4 weeks**
Status: **Published**

Enduring Understandings

1. Music is organized sound
2. Written notation communicates musical ideas
3. Music allows for creative expression

Essential Questions

1. Why is it important to have to read music?
2. How can I express myself musically?

Content

Musical Opposites:

- Steady Beat/No Beat
- Fast/Slow
- High/Low
- Unison Singing
- Same/Different
- Call/Echo
- Call/Response
- Speaking/Singing Head Voices
- Loud/Soft

Introduction to Vocabulary: (including but not limited to)

- Quarter, Eighth Notes and Rests
- Pitches
- Dynamics
- Rhythm
- Beat
- Melody
- Solfege, vocalise, and Rhythm syllables (when appropriate).

Skills

Express ability to read printed score through performance

- Use symbols (manipulatives) to represent sounds and silences.
- Write proper notation to represent sound and silence.
- Perform simple written melodic & rhythmic patterns as simple songs.

Perform musical excerpts demonstrating musical elements for example:

- beat/rhythm
- tempo - fast/slow
- Melodic Movement - up/down
- Dynamics - loud/soft
- speaking/singing

Respond to different timbres, sound sources, and musical cues through movement, discussion, performance, and other forms of reaction

Resources

1, 2, 3, Echo Me - Loretta Mitchell

The Music Teacher's Almanac - Loretta Mitchell

Canya Conga - Chris Judah-Lauder

Plays Well Together - Margaret Jerz



Boom Whacker Instruments

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.1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
VPA.1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.
VPA.1.3.2.B	Music
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.

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.