# Unit 3: Exploring Music Literacy

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

## Enduring Understandings

1. Rhythm and pitch can be expressed through written symbols
2. Music is organization of sound, categorized using different properties.
3. Selections of music are differentiated by qualities such as tempo, dynamic range, performers' intent, message, mood, and many others.

## Essential Questions

1. Why is it important to have to read music?
2. What are all of these symbols?
3. How can I express myself through music?

## Content

Treble Clef staff and pitch names
Melodic line up/down
Steady Beat/No Beat
Rhythmic figures, including:

- Quarter, Eighth Notes and Rests

Musical Mood, style

Different Vocal Timbres, such as:

- Singing, speaking, changed/unchanged voices, whispering, yelling...

Expressive Elements, such as loud/soft, and louder/softer dynamics

Vocal training techniques, such as: Solfege, vocalise, and Rhythm syllables (when appropriate)

## Skills

- Perform musical examples from a variety of sources and backgrounds, demonstrating ability to:
    - Maintain steady beat
    - Change Tempos
    - Identify simple form, including AB and ABA
    - sing/play from rote, and notation, showing higher and lower
    - sing/play from notation indicating louder/softer
    - sing/play rhythmic figures, (written and by rote) including, but not limited to quarter and eighth notes
    - move creatively reflecting mood, etc... of musical selections
- Vocally match pitch
- Differentiate musical timbres, such as vocal qualities, instruments
- Notate simple rhythm patterns, including, but not limited to: quarter and eighth notes

## Resources

Music K-8 (website and magazine),

Quaver (website)

glockenspiels (diatonic and chromatic),

tone bars,

## Standards

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| 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 | 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. |

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| 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. |