# Unit 2: Expressive Elements in Music Theory

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

## Enduring Understandings

1. The elements of music are foundational to basic music literacy.
2. Notation is written representation of the organization of sound, including pitch, duration, and expression.
3. Creative expression in music leads to higher level musicianship.

## Essential Questions

1. What makes music interesting and good?
2. How can I read and create music in my life with friends and family?
3. Why are all these symbols like crescendo, forte, accent, etc... important?

## Content

Vocabulary: (including but not limited to)

- Whole, Half, Quarter, Eighth and Dotted Notes and Rests
- Syncopation
- Pitch
- Form
- Dynamics
- Rhythm
- Beat
- Melody
- Harmony
- Tempo
- Articulations
- Interpretation
- Repeat markings, D.S., Coda, 1st and 2nd Endings

## Skills

Express ability to read printed score through performance

- Perform at increasingly difficult levels, demonstrating correct pitch, rhythm, dynamics, tempo

Demonstrate the relationship between and within musical elements

- for example: beat/rhythm
- melody/harmony
- dynamics - loud/soft
- tempo - fast/slow

Respond to different timbres, sound sources

Perform at a highly expressive level through singing and playing

Reflect expressive markings printed in scores

Recognize and evaluate the expressive quality of observable performances

## Resources

Sample Essential Questions

Articulations

Dynamics

Notes

Blooms

## Standards

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| VPA.1.1.5 | 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. |

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| VPA.1.1.5.B | Music |
| VPA.1.1.5.B.1 | Identify the elements of music in response to aural prompts and printed music notational systems. |
| VPA.1.1.5.B.2 | Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. |
| VPA.1.3.5 | 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.1.3.5.B | Music |
| VPA.1.3.5.B.1 | Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter. |
| VPA.1.3.5.B.2 | Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice. |
| VPA.1.3.5.B.3 | Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. |
| VPA.1.3.5.B.4 | Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. |
| VPA.1.4.5 | 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.1.4.5.A | Aesthetic Responses |
| VPA.1.4.5.A.1 | Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. |
| VPA.1.4.5.A.2 | Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. |
| VPA.1.4.5.B | Critique Methodologies |
| VPA.1.4.5.B.3 | Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. |