Musical Concepts & Skills

Content Area: **Music**
Course(s): **Music in Education**
Time Period: **Generic Time Period**
Length: **Over-Arching**
Status: **Published**

Unit Overview

The purpose of this unit is to develop basic musical concepts and skills through movement, singing, and exploration of percussion instruments. In this unit, students will have the oppurtunity to have first-hand musical experieces designed to hone and create a foundation for more advanced musical skills later.

Standards

1.1.1	Move the body in a variety of ways, with and without music.
1.1.2	Respond to changes in tempo and a variety of musical rhythms through body movement.
1.1.4	Define and maintain personal space, concentration, and focus during creative movement/dance performances.
1.2.1	Sing a variety of songs with expression, independently and with others.
1.2.2	Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.
1.2.3	Clap or sing songs with repetitive phrases and rhythmic patterns.

Essential Questions

- How does music tell you how to move?
- How do you show how the music moves through dancing?
- How can we connect our bodies to the beat?

Application of Knowledge: Students will know that...

- music can be expressed through physical movement or dance.
- singing involves a variety of skills including listening for and maintaining the pulse, as well as, the basic melodic structure of the music.
- they can maintain a steady beat (or pulse) using percussion instruments or body percussion (clapping, tapping, patting).

Application of Skills: Students will be able to...

- demonstrate representation of musical contours through movement or dance (i.e. representing high/low, fast/slow, loud/soft).
- keep a steady beat using Orff percussion, as well as, clapping and counting exercises.
- sing simple chant songs along with the teacher or a recording.

Assessments

- Successfully keep the beat or pulse of music by using body percussion and Orff percussion instruments.
- Successfully sing multiple songs along with the teacher/recording/class.
- Successfully demonstrate appropriate movements that correspond to musical concepts such as beat, pitch, and dynamics.

Suggested Activities

- Wide-range of simple chant-like songs. This can include a consistent "Welcome Song" and a consistent "Good Bye Song".
- Have students incorporate movement into songs that are familiar to them, as well as, new songs in class.
- Incorporate movement into new song activities.
- Incorporate body percussion and Orff percussion instruments into as many songs as possible.

Activities to Differentiate Instruction

- Have students that are uncomfortable with singing, sing as part of a larger group or with a partner that makes them comfortable.
- Have musically-adept students leading songs.
- Have students create coordinated movements on their own in movement exercises

Integrated/Cross-Disciplinary Instruction

ELA: Song lyrics and structure can relate to new vocabulary and learning context of words.

Physical Education: Body movement and exercise.

Resources

- http://www.prekinders.com/music-props/
- https://www.iactivelearning.com/sites/default/files/book/samples/Abigail_Flesch_Connors-101_Rhythm_Instrument_Activities_for_Young_Children-Sample.pdf