Musical Vocabulary & Concepts

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 continue to build on the musically specific vocabulary of the Pre-K curriculum, as well as, introduce concepts such as the instrument families. This unit will give students a deeper understanding of important musical concepts. This unit is meant as a natural building block to more advanced musical understanding at later levels.

Standards

VPA.1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.
VPA.1.1.2.B.CS3	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.
VPA.1.1.2.B.CS4	Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.
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.CS3	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.

Essential Questions

- How do we write music on a page?
- How do you know if a song is supposed to be loud or soft/ fast or slow?

Application of Knowledge: Students will know that...

- dynamics represent the volume of the music (piano, forte).
- music is notated on a "staff", which has 5 lines and 4 spaces.
- musical instruments are grouped into families (strings, wind, brass, percussion).
- tempo is the speed at which music is performed (Largo, Andante, Moderato, Allegro)

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

- demonstrate varying dynamics and identify sections of music with varying dynamics.
- identify and count the lines and spaces of the musical staff.
- identify various tempos of music by listening to examples.
- name the instrument families and identify some of the instruments that are members of each family.

Assessments

- Successfully name and identify the lines and spaces on the musical staff.
- Determine aspects of tempo and dynamics from singing, moving, and listening to musical examples.
- Successfully classifying instruments into families.

Suggested Activities

- Movement activities that incorporate moving to fast/slow, loud/soft in order to reinforce the idea of tempo and dynamics.
- Instrument petting zoos (bring instruments in and demonstrate to students) for students to get first-hand examples of instruments.
- Audio and visual examples of various instruments.
- Have students "compose" pieces of music using varying dynamics and tempos. They can use alternative notations or the musical staff.

Activities to Differentiate Instruction

- Students that are able should be introduced to the placement of notes on the traditional music staff.
- Students that may have trouble with reading rhtyhms of a 5 line/4 space staff can use a single line, percussion-style clef for their introduction to the music staff.

Integrated/Cross-Disciplinary Instruction

Math: Organizing patterns (rhythmic patterns and the musical staff)

World Language: Italian terminology

Resources

Music in Childhood: From Pre-school through the Elementary Grades, 3rd Edition - Patricia Shehan