Musical Skills

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

Unit Overview

This unit will be designed to have students develop a further understanding of basic musical skills such as keeping a beat, recognizing pitch, and rhythmic patterns, and the foundations of basic musical literacy. This unit is meant to establish the basic steps of musical literacy and reading music notation, a skill that will become more prevalent in future years.

Standards

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.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.1.2.B.CS2	The elements of music are foundational to basic music literacy.
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.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

Essential Questions

- How do you think music would look if you tried to write down the sounds you hear?
- What do you listen for in music?

Application of Knowledge: Students will know that...

- music can be notated in a variety of ways, the most common of which is the musical staff.
- the ability to maintain a steady beat is an important foundational aspect of making music.
- you can read and say things written on the musical staff just like reading the words in a book.

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

- complete call and response musical examples.
- count beats (using ta-ti) in groups of 2,3, and 4.
- maintain a beat (clapping or beating) independently.
- maintain and repeat simple rhythms using Orff instruments.
- play simple notated rhythmic and melodic fragments using Orff instruments.
- read simple rhythmic and melodic fragments.
- sing small melodic fragments (using "la") independently.

Assessments

- Successful examples of singing independently using a single syllable.
- Successful examples of performing and saying rhythms using "ta's" and using Orff instruments.
- Successfully reading and interpreting simple rhythmic notation.

Suggested Activities

- When planning lessons about introducing notation, start with non-traditional notation. Pictorial notation (using pictures of things that the students can relate to) can be used as a way to introduce counting and following each beat.
- Call and response songs using simple rhythmic and melodic patterns.
- Use "Welcome" and "Good Bye" songs to practice singing at the beginning and end of each class, but also write them on the board to introduce associating familiar songs with written music.
- Use Drum circles and rhythmic games to practice maintaining and creating a steady beat, using Orff percussion instruments.

Activities to Differentiate Instruction

- Increase or decrease complexity of rhythmic examples based on abilities of each student.
- When introducing notation, keep in mind the needs of kinesthetic and aural learners as well. Always sing or demonstrate examples for aural learners. For kinesthetic learners, try using hands on materials to represent beats (big and small).

Integrated/Cross-Disciplinary Instruction

Math: Counting & simple addition (beats)

Resources

Teaching Rhythm: New Strategies and Techniques for Success by David Newell

www.songsforteaching.com