Musical Skills & Vocabulary

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

Unit Overview

This unit is designed to build upon similar units in previous years of study. In the 1st grade "Musical Skills & Vocabulary" curriculum, students will focus mainly on the concept of traditional written music notation. This process of learning how to read and interpret written music is a fundamental step in musical literacy and future musical development.

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.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.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 we know how a song goes just be looking at the page?
- Is there a way to learn what the notes sound like?

Application of Knowledge: Students will know that...

- notes on the staff (treble clef) use letter names to identify pitch. Pitches are sequential (alphabetical A-G) as they go up the lines and spaces of the staff.
- solfege is used to learn what pitches sound like and how they relate to one another.
- solfege uses specific syllables to associate to pitches and uses specific hand signals to develop spacial relationships of pitches.

- the 4 main instrument families are brass, woodwind, percussion, and strings and that instruments are grouped together because of the way that they produce sound.
- there are a variety of tempo and dynamic terms that describe music in greater detail than previously learned.
- whole notes are the largest rhythmic unit. Half notes are half of the size of a whole note and quarter notes are a quarter of the size of a whole note.

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

- categorize the basic instrument families (brass, woodwind, string, percussion) and the instruments that belong in them.
- interpret (clap, sing, beat on instruments) whole, half and quarter note rhythms from a written example.
- read notes on the treble clef staff (no accidentals or ledger lines)
- say solfege syllables and make accompanying hand symbols.
- use appropriate terminology to describe the dynamics of a piece of music (forte, piano, mezzo forte, mezzo piano).
- use appropriate terminology to describe the tempo of a piece of music (largo, andante, presto, allegro, etc.)
- write whole, half, and quarter note rhythms of their own creation.

Assessments

- Write (compose) a short 2 measure phrase using whole, half, and/or quarter notes.
- Perform written rhythmic phrases by clapping, saying (using ta-ti), and playing rhythm on an Orff instrument.
- Label names associated with pitches on the treble clef staff.
- Say and complete hand signals of the solfege (major scale).
- Sing (using "la", letter names, or solfege syllables) a simple melody using whole, half, and/or quarter notes.
- Demonstrate by using movement and verbal and written analysis to describe the tempo and dynamics of the music.

Suggested Activities

- Connect the relationship of whole, half, and quarter notes using something they may already understand (i.e. money: dollar-50-25).
- Use solfege as part of a "Warm-up" or "Welcome" song. Also use this opportunity to incorporate solfege hand signals.
- Use Orff instruments in group drum circles to help students understand subdivisions of the beat.
- Use board (white, chalk, Smart board, etc.) to notate songs that they may know or have practiced, so that they get used to seeing written notation.
- Make listening and describing music a normal part of classroom routine and discussion.

Activities to Differentiate Instruction

- Have students with difficulties writing out written rhythms, write them without the treble clef staff, until it can be phased in more slowly.
- Some students may be confused by the direction of stems of quarter notes. For the time being, disregard the direction of the stem for clarity sake.
- For students that may be in need of greater challenge, have them create their own "solfege songs" and teach them to the class.

Integrated/Cross-Disciplinary Instruction

ELA: using descriptive words and adjectives to discuss qualities of the music.

Math: fractions - note and rhythm reading (whole, half, quarter notes).

Resources

http://makingmusicfun.net/htm/f_mmf_music_library/mi-do-do-game-an-introduction-to-solfege.htm

http://www.parkslopemusiclessons.com/teaching-kids-how-to-read-music-using-solfege-hand-signs-kinesthetic-learning/

www.musicfirst.com