Unit 3: Tempo

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

Unit Summary

During this unit, students will explore the speed of the beat. Students will use chants, song literature, instrument activities, and listening examples to discover how music can be *faster* or *slower* (principles of tempo).

Student Learning Objectives

Students will learn to...

- explore the speed of the beat.
- use chants, song literature, instrument activities, and listening examples to discover how music can be faster or slower (principles of tempo).
- understand that music can be faster or slower (principles of tempo).
- discover the differences between fast vs. slow tempos while performing music.
- discover the differences between fast vs. slow tempos while listening to music.

Essential Questions

- How can tempo enhance the beauty, interpretation, level of interest, and entertainment quality of a piece of music?
- How do varying tempos change the expressive qualitites and aesthetic elements of a work of music?
- How can I find the beat?
- What will the beat sound like?
- How can I identify the tempo?

Enduring Understandings

Students will understand that...

- music can be faster or slower (principles of tempo)
- they can identify the steady beat through listening and kinesthetic movement activities
- there are differences between fast vs. slow tempos while performing music
- there are differences between fast vs. slow tempos while listening to music

Application

Students will be able to independently use their learning to...

- use chants, song literature, instrument activities, and listening examples to discover how music can be faster or slower (principles of tempo).
- identify the steady beat through listening and kinesthetic movement activities.
- identify differences between fast vs. slow tempos while performing music.
- identify differences between fast vs. slow tempos while listening to music.

Skills

Students will be skilled at...

Content

- Understanding the feeling of correct vocal placement
- Learning to feel, hear, and play the beat.
- Learning to listen to others while matching pitch, rhythm, dynamics, tempo, and timbre
- Learning to sing expressively

Knowledge/Skills

- Singing expressively
- Singing alone
- Singing with others
- Singing in unison
- Singing in harmony
- Singing on pitch and in rhythm
- Singing with appropriate tone and timbre
- Playing instruments alone
- Playing instruments with others
- Hearing the beat
- Identifying tempo as presto or largo
- Identifying dynamics as loud or soft
- Identifying pitch as high or low

Resources

- Student Materials
- Teacher Materials
- Technology
- Professional Texts
- Lesson Plans
- Listening Maps
- Library of Listening Samples from Varying Cultures and Time Periods
- Professional Organization Resources
- Teacher Collaboration Sharing Sites and Social Media Resources
- Practice Website Links on Mrs. Repsher's CTSD Teacher Page