

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 qualities 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

