

# Unit 2: Singing

Content Area: **Unified Arts**  
Course(s): **Music 3**  
Time Period: **October**  
Length: **39 weeks**  
Status: **Published**

## Unit Summary

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Students will use their singing voices to explore all concepts learned in the music classroom. Each lesson will incorporate numerous opportunities for students to use their singing voices both with and without instrumental accompaniment. Students will develop healthy singing habits through age-appropriate vocal explorations and music from a variety of backgrounds and cultures. All repertoire will be thoughtfully planned to stay within the appropriate vocal range of the third grade voice by singing all songs and repertoire in head voice. Student growth will be assessed during engaging activities such as singing games, partner songs, and sight-reading. Students will have opportunities to sing song literature from varying cultures, genres, and historical periods, both independently and in groups. Solfege will be the main tool used when learning songs and establishing pitch relationships.

## Standards

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MU.3-5.1.3A.5.Cn	Connecting
MU.3-5.1.3A.5.Cr1	Generating and conceptualizing ideas.
MU.3-5.1.3A.5.Pr4	Selecting, analyzing, and interpreting work.
MU.3-5.1.3A.5.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.3-5.1.3A.5.Re8	Applying criteria to evaluate products.
MU.3-5.1.3A.5.Re9	Interpreting intent and meaning.
MU.3-5.1.3A.5.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.3-5.1.3A.5.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.3-5.1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
MU.3-5.1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
MU.3-5.1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
MU.3-5.1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
MU.3-5.1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
MU.3-5.1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
MU.3-5.1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
MU.3-5.1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

Rehearse, Evaluate, Refine

Evaluate

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

How do musicians improve the quality of their performance?

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

## **Student Learning Objectives**

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Students will learn to:

- Use age appropriate vocal technique
- Differentiate between vocal timbres (whispering, speaking, calling, singing, etc.)
- Sing the solfege scale up and down with Curwen hand signs
- Sight-read stepwise songs using solfege
- Use appropriate posture, breath, and phrasing while singing
- Use audiation to strengthen listening and pitch matching skills
- Sight-read simple stepwise melodies on solfege
- Establish part independence through partner songs

## **Essential Questions**

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- What does healthy singing sound like?
- What does healthy singing feel like?
- How do I use my posture and breath to produce proper vocal production?
- How do different cultures use singing in their daily lives?

## **Enduring Understandings**

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Students will understand that:

- Singing incorporates a multitude of skills such as matching pitch, body alignment, proper breathing, etc.
- Singing evokes expressive qualities and aesthetic responses.
- Singing is an imperative skill when learning to read music
- Song literature comes from various cultures, genres, and historical periods.

## **Application**

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Students will be able to independently use their learning to:

- Sing alone and with others
- Sing with age-appropriate vocal technique
- Sight-read on solfege
- Connect with fellow students in game play
- Connect songs to various cultures, genres, and historical periods.

## **Skills**

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Students will be skilled at

- Matching pitch
- Performing in unison and in harmony
- Using appropriate vocal technique