

1st Grade - Unit 5 (Lines and Spaces)

Content Area: **Music**
Course(s): **Music 1**
Time Period: **Generic Time Period**
Length: **3 Lessons**
Status: **Published**

Established Goals/Standards

MU.K-2.1.3A.2.Cr	Creating
MU.K-2.1.3A.2.Cr1	Generating and conceptualizing ideas.
MU.K-2.1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
MU.K-2.1.3A.2.Cr2	Organizing and developing ideas.
MU.K-2.1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
MU.K-2.1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
MU.K-2.1.3A.2.Pr	Performing
MU.K-2.1.3A.2.Pr4	Selecting, analyzing, and interpreting work.
MU.K-2.1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
MU.K-2.1.3A.2.Re	Responding
MU.K-2.1.3A.2.Re7	Perceiving and analyzing products.
MU.K-2.1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
MU.K-2.1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
MU.K-2.1.3A.2.Re9	Applying criteria to evaluate products.
MU.K-2.1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.
MU.K-2.1.3A.2.Cn	Connecting
MU.K-2.1.3A.2.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-2.1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions

- How do context and the manner in which musical work is presented influence audience response?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- How do we judge the quality of musical work(s) and performance(s)?

Enduring Understanding

- Experience the aural and spatial relationship between so, mi and la on a two line music staff.
- Reinforce the relationship of pitches on the staff, and discover the treble clef.
- Visualize the relationship between so and mi on a two line staff.

Purpose

- The purpose of this lesson is to discover the treble clef and reinforce pitch relationships on the staff.
- The purpose of this lesson is to experience the aural and spatial relationship between sol, mi, and la on a two line music staff.
- The purpose of this lesson is to visualize and hear the relationship between sol and mi on a two line staff.

Key Student Objectives

- Define mallet and demonstrate proper mallet technique.
- Identify that if sol and mi are on a line, la is in the space above sol.
- Recall that notes are placed on lines and in spaces.
- Recall the placement of sol and mi on the two line staff.
- Recognize that if sol is on a line, mi is on the line below it.
- Recognize that the treble clef tells us to play or sing higher notes.
- Sing sol, mi, and la in a song.