

K-2 General Music: Unit 1 - Pitch

Content Area: **Music**
Course(s):
Time Period: **Trimester 1**
Length: **Ongoing throughout the school year**
Status: **Published**

Brief Summary of Unit

Introduction

In this unit, students will build a foundation of musical knowledge and skills in the area of pitch. Pitch is a fundamental element of music and a basic level of competency is necessary for students to succeed as musicians. By providing students with sequential, developmentally-appropriate pitch instruction, they will be able to engage, explore, learn, experience, and reflect in a meaningful, musical way.

Students will meet curriculum objectives by the end of second grade.

Revision Date

July 2023

Essential Questions

Essential Questions

What is music?

What is pitch?

What is melody?

What role do pitch and melody play within the context of a song?

Students Will Know/ Students Will be Skilled At

Content Area Knowledge

Students will know the difference between pitch and rhythm

Students will know that melodies consist of both pitch and rhythm.

Students will know that a melody may go up, down, or stay the same.

Students will know that pitches/sounds can be high or low.

Students will know that tonal patterns can be sung or performed on instruments.

Students will know that two pitches/sounds performed consecutively can skip, step, or repeat.

Students will know the difference between unison singing and singing in harmony.

Students will know that music may have more than one part.

Students will know that pitch can be notated on a music staff.

Students will know that there are solfege syllable names for pitches on the music staff.

Students will know that the shape/contour of pitches on a music staff will determine the direction of the melody.

Students will know that the placement of pitches on the music staff will determine the highness or lowness of the sound.

Skills

Students will be skilled at identifying when a pitch is high or low, aurally and on the music staff.

Students will be skilled at identifying when a familiar melody goes up, down or stays the same.

Students will be skilled at identifying notated tonal patterns and familiar melodies.

Students will be skilled at accompanying tonal patterns and familiar melodies solo and in a group using various non-pitched instruments.

Students will be skilled at singing a familiar song or phrase in tune with accurate pitch and rhythm, solo and in a group.

Students will be skilled at singing melodies with various instrumental and vocal accompaniments.

Learning Plan

Present and discuss the essential questions, making connections to these questions throughout the unit.

Experience concepts related to pitch through echos, teacher performance, and student performance of various repertoire.

Sing songs in various tonalities.

Explore concepts related to pitch through kinesthetic movement.

Experience and identify high and low pitches through listening and performance.

Experience singing tonal patterns and familiar melodies using solfege and pitch names.

Experience resting/home tone of various repertoire through teacher performance.

Identify, read, and perform notated high and low pitches.

Explore and perform skips, steps, and repeated pitches; tonal patterns; and short, familiar melodies on the treble staff.

Evidence/ Performance Tasks

Student response: ongoing discussion of essential questions and curriculum objectives.

Teacher observation of student performance relating to pitch and melody.

Student demonstration of comprehension through verbal and written responses.

Teacher observation of the student's engagement listening to, discussing, and performing related music examples.

Student notation.

Various warmups and exit tasks.

Turn and talk (partner and small group).

All of the above assessments will have the following grade-level competency expectations:

Kindergarten - With guidance

First Grade - With limited guidance

Second Grade - Independently

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

* To reach curriculum goals, students will use classroom instruments given their availability and at the discretion of the music teacher.

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

[Performing Arts Accommodations & Modifications](#)