# 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.

Identify emotions in music

Describe their own personal experience and connection to music learned in class

## 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.

## Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

| | |
|---|---|
| 1.3A.2.Cr | Creating |
| 1.3A.2.Cr1 | Generating and conceptualizing ideas. |
| P.3 | Consider the environmental, social and economic impacts of decisions. |
| P.4 | Demonstrate creativity and innovation. |
| 1.3A.2.Cr1a | Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. |
| 1.3A.2.Cr2 | Organizing and developing ideas. |
| 1.3A.2.Cr2b | Use iconic or standard notation and/or recording technology to organize and document personal musical ideas. |
| 1.3A.2.Cr3b | Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience. |
| 1.3A.2.Pr4a | Demonstrate and explain personal interest in, knowledge about, and purpose of varied |

| | |
|---|---|
| | musical selections. |
| TECH.K-12.1.6 | Creative Communicator |
| 1.3A.2.Pr5c | Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance. |
| 1.3A.2.Pr5d | When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. |
| 1.3A.2.Pr5e | Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent. |
| 1.3A.2.Pr6a | Perform music for a specific purpose with expression and technical accuracy. |
| 1.3A.2.Pr6b | Perform appropriately for the audience and purpose. |
| 1.3A.2.Re7b | Describe how specific music concepts are used to support a specific purpose in music. |
| 1.3A.2.Re8a | Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent. |
| 1.3A.2.Re9a | Apply personal and expressive preferences in the evaluation of music. |
| 1.3A.2.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| 1.3A.2.Cn11 | Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. |
| 1.3A.2.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |

## Suggested Strategies for Modifications

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

Performing Arts Accommodations & Modifications