

# K-2 General Music: Unit 3 - Music Expression

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

## **Brief Summary of Unit**

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In this unit students will learn that expressive qualities enhance our performances. Variations of tempo, dynamics and timbre give us a range of options to elevate our performances. Exploring form and style can provide opportunities to recognize contrasting sections in music and assists us in developing a variety of repertoire.

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

## **Revision Date**

July 2023

## **Essential Questions**

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- What is form?
- What are the expressive elements of music?
- How do expressive elements impact a performance?
- How do musicians implement and interpret expressive elements in music?

## **Students Will Know/ Students Will be Skilled At**

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### **Content Area Knowledge**

Students will know that form is the structure of a piece of music.

Students will know that sections of music within a form can repeat or change.

Students will know that dynamics are the volume of a piece of music, including piano (quiet) and forte (loud).

Students will know that dynamics can gradually increase (crescendo) and decrease (decrescendo).

Students will know tempo is the speed of a piece of music, including adagio (slow) and allegro (fast).

Students will know that tempo can gradually speed up (accelerando) and slow down (ritardando).

Students will know there can be multiple different dynamics and tempos within a song.

Students will know vocabulary, symbols, and cues that indicate variations in dynamics and tempo.

Students will know using multiple forms of expression during performance allows musicians to connect with audiences.

Students will know by varying expressive elements, a single song can be performed in many different ways.

Students will know various instrumental timbres and how they are organized into families.

Students will know different ways their voice can be used to create musical and non-musical sounds.

## **Skills**

Students will be skilled at identifying familiar form structures in music that is heard or performed, such as Call and response, AB, and ABA.

Students will be skilled at identifying and demonstrating the difference between contrasting sections in a song.

Students will be skilled at identifying symbols and markings that represent expressive qualities and using them appropriately in performance and composition.

Students will be skilled at performing with expressive elements solo and in a group using various non-pitched instruments.\*

Students will be skilled at aurally identifying changes in dynamics, tempo, and timbre.

Students will be skilled at responding to the musical cues/directions of the teacher.

## **Learning Plan**

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

Experience concepts related to the expressive elements and form through echos, teacher performance, and student performance of various repertoire.

Explore expressive elements of music through kinesthetic movement.

Identify expressive elements and form within listening selections and notated music.

Explore timbre through the use of classroom instruments\* and voice.

Use classroom instruments\* to perform music at varying tempos and dynamic levels to explore musical expression.

Use speaking and singing activities to explore the range of expression in their own voices

Interpret vocabulary, notated symbols, and director cues that are used to indicate expressive qualities.

Identify and compare various instruments and identify the instrument families which they belong to.

### **Evidence/ Performance Tasks**

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

Teacher observation of student performance pertaining to form and expressive elements.

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

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**

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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.

## **Suggested Strategies for Modifications**

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

[Performing Arts Accommodations & Modifications](#)