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

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

- 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

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

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

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

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.

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.

P.1	Act as a responsible and contributing community members and employee.
P.3	Consider the environmental, social and economic impacts of decisions.
P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
P.6	Model integrity, ethical leadership and effective management.
TECH.K-12.1.2	Digital Citizen
P.9	Work productively in teams while using cultural/global competence.
1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
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.Pr4	Selecting, analyzing, and interpreting work.
1.3A.2Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
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.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
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