3-5 General Music: Unit 1 - Pitch

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

Essential Questions

- What is music?
- What is pitch?
- What is melody?
- What is harmony?
- What role do tonal patterns play within the context of a song?

Enduring Understandings

- Pitch, a fundamental element of music, is the highness or lowness of a sound.
- Melodies and harmonic parts consist of both pitch and rhythm.
- A melody/song is made up of tonal patterns that interact with the harmonic structure.

Students Will Know

- Students will know that melodies consist of both pitch and rhythm.
- Students will know that melodies have different tonalities.
- Students will know that tonal patterns can have a melodic or harmonic function.
- Students will know the difference between singing in unison and in harmony.
- Students will know that music may have multiple parts which can function as melodic or harmonic.
- Students will know that melodies and songs possess a home tone, often known as the tonic or resting tone, also referred to as "do."
- Students will know that tonal patterns can be notated on a music staff.
- Students will know the solfege syllables for pitches in the major scale.
- Students will know the letter names for pitches on the treble 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.

Students Will be Skilled At

- Students will be skilled at aurally discriminating and demonstrating (through movement) the relationship between pitches within tonal patterns and familiar melodies.
- Students will be skilled at singing with correct vocal technique (including breathing, posture, and vocal quality) both solo and in a group.
- Students will be skilled at performing various tonal patterns, familiar melodies, and harmonic parts solo and in a group using various pitched and 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 aurally identifying the function of a tonal pattern (melodic or harmonic).
- Students will be skilled at aurally identifying the tonality of a tonal pattern (Major or minor).
- Students will be skilled at identifying notated tonal patterns and familiar melodies.
- Students will be skilled at notating and dictating various tonal patterns and familiar melodies.

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.

Explore concepts related to pitch through kinesthetic movement.

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

Identify elements of pitch within listening selections and notated music.

Identify whether a part of a song is melodic or harmonic.

Identify and perform the resting/home tone of a song.

Experience melodic and harmonic tonal pattern functions through listening and performance.

Experience tonal patterns in Major and minor tonalities through listening and performance.

Experience and identify skips, steps, and repeated pitches through listening and performance.

Identify, read, notate, dictate, and perform notated high and low pitches; skips, steps, and repeated pitches;

tonal patterns; short, familiar melodies; and short, familiar harmony parts 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, melody, and harmony.

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 and dictation.

Various warmups and exit tasks.

Turn and talk (partner and small group).

Student self-assessment.

Guided peer assessment.

Student explanation of thought process.

Peer teaching.

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

Third Grade - Independently

Fourth Grade - Independently while demonstrating limited understanding

Fifth Grade - Independently while demonstrating understanding

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.

P.1	Act as a responsible and contributing community members and employee.
1.3A.5.Cr	Creating
1.3A.5.Cr1	Generating and conceptualizing ideas.
P.4	Demonstrate creativity and innovation.
1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.Cr2	Organizing and developing ideas.
2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
P.9	Work productively in teams while using cultural/global competence.
1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
1.3A.5.Cr3	Refining and completing products.
3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively

	developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
1.3A.5.Pr	Performing
1.3A.5.Pr4	Selecting, analyzing, and interpreting work.
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
1.3A.5.Pr5	Developing and refining techniques and models or steps needed to create products.
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6	Conveying meaning through art.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
1.3A.5.Re	Responding
1.3A.5.Re7	Perceiving and analyzing products.
1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
1.3A.5.Re8	Applying criteria to evaluate products.
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
1.3A.5.Cn	Connecting
1.3A.5.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.