3-5 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 expand our musical expression. Exploring form and style can provide opportunities to recognize contrasting sections in music and assists us in developing a variety of repertoire. Students will be able to recognize, understand and perform music of varying dynamics and tempos. Students can differentiate various vocal and instrumental timbres and experience using their voices and classroom instruments to elevate their performances. Students will study several music forms and styles and demonstrate an understanding through the performance of repertoire. Students will meet curriculum objectives by the end of fifth grade.

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?

Enduring Understandings

- All music has structure and is organized through form.
- Expressive elements include dynamics, tempo, and timbre.
- Expressive elements can be presented through notation and physical cues, or can be interpreted through performance.
- Expressive elements contribute to the character of a piece of music, and can be used to communicate ideas and/or evoke an emotional response.

Students Will Know

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, ranging from piano (quiet) to forte (loud).

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

Students will know that tempo is the speed of a piece of music, ranging from largo (slow) to presto (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 that using multiple forms of expression during performance allows musicians to connect with audiences.

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

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

Students Will be Skilled At

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

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 pitched and 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.

Add expressive elements to a piece of music being composed or performed.

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.

Student notation and dictation.

Various warm ups 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.

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.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
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.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.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.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.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.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.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.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.