Technique

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **1 Quarter**
Status: **Published**

Brief Summary of Unit

In this unit, students will explore volume and pitch in their voice and height and speed with their bodies

Revised: June 2023

Essential Questions

- What differences are possible within our voice?
- What differences are possible with our own bodies?
- How do people interpret these differences within ourselves?

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.

	Brainstorming can create new, innovative ideas.
1.4.2.Cr1c	Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).
1.4.2.Cr3a	With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
	Individuals from different cultures may have different points of view and experiences.
1.4.2.Pr4a	With prompting and support, demonstrate the physical movement, voice and sound which

	are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
1.4.2.Pr5a	With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Pr5b	Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Pr6a	Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.
D2.Geo.6.K-2	Identify some cultural and environmental characteristics of specific places.
1.4.2.Re9a	With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Enduring Understandings

- We can manipulate many elements of our voice, including volume and pitch
- We can manipulate many elements of our bodies, including height and speed
- People, or an audience, will perceive a loud, fast character differently than a quiet, slow character

Students Will Know/ Students Will be Skilled At

Students will know:

- Ways to manipulate their voice to enhance a story
- Ways to manipulate their bodies to enhance a story
- Which options are more fitting for a particular character

Students will be skilled at:

- Using volume and pitch to differentiate between characters
- Using speed and height to differentiate between characters

- Making creative choices while planning a character to ensure the audience understands who they are

Learning Plan

- Discuss essential questions
- Create a list of animals based on volume - loudest animals to quietest animals
- Play a game where students move around the space; call out an animal from the list; adjust volume based on that animal
- Introduce the concept of pitch - high/low and/or high/deep
- Repeat exercises with pitch layered in
- Discuss relationship between volume and pitch - Is it easier to be loud and deep or loud and high?
- Repeat animal list with size - largest animals to smallest
- Repeat game- calling out animals from the list; students make themselves as big or as small as the animal
- Split the class in half and have half the class freestyle, maintaining one volume and one size while the other half watches, then split
- Discuss what the audience saw - what did they notice? What did they think their classmates were doing? Why did they think that?

Evidence/ Performance Tasks

Fine and Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Performing/ Presenting/ Producing, Connecting, and Responding.

- Discussion of essential questions
- Observation of understanding through list making and games
- Discussion and demonstration of volume and size
- Accuracy of following the rules of the game

- Use of freestyle time
- Turn and talk
- Student explanation of what happened
- Independence assessed by grade level

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.

- Journal

Suggested Modifications

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

Performing Arts Accommodations & Modifications