Unit 03: Making Music

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **4-6 Weeks**
Status: **Published**

Brief Summary of Unit

This unit, focused on making music, is designed to guide exploration through several key investigations and culminate in a celebration of learning. The curriculum is structured to help participants:

- Explore the Topic: Begin by taking a walk around the school or neighborhood to listen for everyday sounds and sources of music (e.g., birds chirping, car radios, wind chimes, school bells). Talk about how different sounds can be part of music.
- Investigation #1: Make observational drawings of musical instruments or people making music (from videos, books, or real life). Explore sound textures by rubbing different classroom materials (e.g., drumsticks, strings, wood blocks) and noticing the sounds they make.
- Investigation #2: Invite a classroom visitor who plays an instrument or sings to demonstrate and talk about how they make music. Encourage children to ask questions and listen for different sounds.
- Investigation #3: Invite a visitor who builds or repairs musical instruments (e.g., a luthier, drum maker, or music store technician), or visit a local music store to see how instruments are maintained and handled.
- Investigation #4: Invite a classroom visitor who teaches music or performs professionally (e.g., music teacher, band member, or conductor) to talk about how they help others learn and enjoy music.
- Celebrate Learning: Conclude the study by sharing acquired knowledge and experiences. Invite peers and family members to visit for the celebration.

The unit incorporates a variety of learning experiences, including outdoor exploration, family partnerships, and diverse activities focusing on movement, discussion, and literacy

Essential Questions

- What do we know about making music? What do we want to find out?
- Do you like to sing?
- Did you hear music on your way to school today?
- Can we make a sound with these? (Display objects such as keys, spoons, etc.)
- Which instrument would you like to play? (Offer three classroom instruments.)

- Do you think you can use these to make music? (Display a comb and two spoons.)
- How can we make sound with this? (Display a percussion instrument.)
- Do you have any questions for our visitor?
- Can we make an instrument with these? (Display a bowl and aluminum foil or plastic wrap.)
- Can we make music with this? (Display a percussion instrument.)
- What comes next in the pattern?
- Do you know someone who plays an instrument?
- What shapes do you see on this instrument?
- Can we make an instrument with these? (Display an empty tissue box and rubber bands.)
- How do you think people play this instrument?
- Do you have a favorite song?
- Which song do you want to sing today?
- Do you know what this is? (Display a kazoo.)
- Which book would you like to read today? (Offer two that feature music.)
- Do you and your friends like the same music?
- How do you feel today?
- What does this person do? (Display a photo of a DJ or other person working with music.)
- Do you know what this is used for? (Display a baton.)
- Can we fix this instrument? (Display a broken homemade instrument.)
- Do you know what this is? (Display an object used to record music e.g. a microphone, audio recorder.)
- What would you like to share with guests at tomorrow's celebrations?
- What was your favorite part of the study?

Enduring Understandings

Through this unit, students will develop understandings about:

- The basic characteristics that define different kinds of musical instruments, including their parts

(strings, keys, sticks, skins, buttons) and how they look, sound, and function.

- How instruments create sound, such as shaking, striking, plucking, blowing, and pressing—and how different movements make different musical effects.
- How people stay safe while making music, including using instruments respectfully, listening to directions, taking turns, and keeping volume at safe levels for ears and others.
- What instruments "need" to work, such as tuning, batteries, mouthpieces, or mallets—and how taking care of instruments helps them last longer and sound better.
- The idea of musical routines and performance, including warming up voices or instruments, participating in group songs, following rhythms, and practicing for informal performances.
- That different instruments and music are used for different purposes, such as drums for marching, bells for celebration, and lullabies for calming down.
- The environments where music is made and heard, such as classrooms, stages, parks, homes, and places of worship—and how music is shared in many different spaces.
- The process of creating and performing music, including exploring sounds, composing simple patterns, practicing with peers, and performing for an audience (using playful, child-friendly approaches).
- That various professions involve making music, such as musicians, music teachers, conductors, composers, sound engineers, and instrument makers.
- The helpful roles music plays in communities, such as bringing people together, celebrating events, helping express feelings, or supporting learning and movement.
- The importance of making music respectfully and joyfully, including listening to others, working together in rhythm and song, and celebrating everyone's musical contributions.

Students Will Know

Students will gain knowledge of:

• Vocabulary: "music," "instrument," "beat," "rhythm," "melody," "tempo," "volume," "soft," "loud," "fast," "slow," "voice," "note," "sound," "sing," "play," "clap," "drum," "shake," "string," "blow," "tap," "stick," "band," "song," "composer," "musician," "group," "perform," and "listen"

• Instrument Features: The parts and characteristics of musical instruments (e.g., strings for plucking, keys for pressing, drumheads for tapping, reeds for blowing)

• How People Make Music: Learning the different ways people make music (singing, clapping, playing instruments) and the routines involved in music-making (warming up, listening, taking turns)

• Music Safety: Understanding how to safely use instruments (e.g., handling gently, using instruments with care, listening for volume cues, keeping a safe space when moving with music)

• Musical Expression and Behavior: Recognizing how music can show emotions (happy, calm, excited) and

how we behave during music time (watching the conductor, waiting your turn, participating respectfully)

• Musical Spaces and Setups: Learning about where music happens—music centers, performance areas, drum circles, and classroom setups that support creative sound play

• Musical Helpers: Meeting and learning about people who work with or create music (music teachers, band leaders, composers, conductors, instrument makers)

• Types of Instruments: Exploring the differences between percussion, string, wind, and electronic instruments and how each group makes sound in unique ways

• Music Journals and Observation: Keeping simple records or drawings of music experiences—such as favorite songs, rhythms created, or instruments explored

• Community Connections: Understanding how music is part of our daily lives and communities—at celebrations, concerts, parades, school performances, and cultural events

Students Will Be Skilled At

- Observing and Identifying: Identifying different types of musical instruments (e.g., drums, shakers, xylophones, tambourines, guitars); observing how instruments are played, the sounds they make, and how they differ in appearance, material, and sound.

- Exploring Safely: Using classroom or outdoor materials (real or toy instruments, scarves, rhythm sticks, homemade shakers) to safely explore music through hands-on play, sound discovery, and group music-making activities.

- Drawing and Documentation: Creating observational drawings of instruments and musicians; documenting musical experiences (e.g., favorite songs, rhythms played, group performances) in journals; taking photos or videos during music time.

- Discussion and Shared Writing: Engaging in discussions about how music is made, how instruments are used, and how music makes us feel; participating in shared writing about songs we sing, instruments we play, or performances we create.

- Comparing and Contrasting: Comparing instruments by size, sound, how they are played (e.g., plucked vs. shaken), and material (wood, metal, plastic); sorting by pitch (high/low), tempo (fast/slow), or function (melody vs. rhythm).

- Caring for the Environment: Learning how to take care of instruments and music spaces; participating in clean-up routines, organizing instruments, and helping keep music tools in good condition.

- Reading and Research: Reading nonfiction and storybooks about music, instruments, musicians, and musical traditions from around the world; exploring how people make and enjoy music in everyday life.

- Physical Movement: Moving to music through dance, marching, clapping, and body percussion; participating in movement games that follow rhythm, tempo, or musical cues (e.g., freeze dance, copy-

the-beat games).

- Pattern Recognition: Identifying and creating sound and rhythm patterns using instruments or movement (e.g., clap-tap-clap-tap); recognizing visual patterns in musical symbols, instruments, or lyrics.

- Measurement and Quantity: Measuring drum sizes or string lengths; counting beats, instruments, or group members; using rulers or blocks to compare the size or shape of instruments.

- Sorting and Categorizing: Sorting instruments by type (percussion, string, wind), material (wood, metal, plastic), sound (quiet/loud), or how they are played (hit, blow, pluck, shake).

- Asking Questions: Generating questions to ask visiting musicians, music teachers, or performers; exploring “What if…” scenarios about building instruments, writing songs, or performing music in different places.

- Creative Expression: Creating music-themed books, murals, or group compositions; designing and decorating homemade instruments using recycled materials; participating in performances or music circles to showcase musical learning.

Evidence/Performance Tasks

- Observational Drawings: Students create drawings based on classroom or community observations of musical instruments and performances (e.g., instruments seen in videos, books, or school visits).

- Discussion and Shared Writing: Contributions to daily large group discussions and shared writing activities reflect understanding of how music is made, types of instruments, and how people experience and enjoy music.

- Class Music Book/Music Journals: Children’s entries in their journals and the collaborative class “All About Music” book serve as ongoing records of learning and observation about musical instruments, songs, and rhythm activities.

- Question of the Day Responses: Daily responses to the "Question of the Day" prompts (e.g., "What instrument would you like to play?" or "How does music make you feel?") provide insight into comprehension and engagement.

- Music Exploration Practice: Demonstrating knowledge and creativity during dramatic play or hands-on music-making (e.g., playing classroom instruments, pretending to be in a band, or participating in rhythm games).

- Hands-On Music Projects: Participation in projects such as making homemade instruments from recycled materials, designing musical symbols or posters, or creating a pretend music studio or concert stage.

- Observation Walks: Engaging in classroom, schoolyard, or neighborhood walks to observe and photograph sounds in the environment (e.g., birds singing, bells ringing), public performances, or instruments in use.

- Exhibits/Displays: The final “Celebrating Learning” event showcases children’s musical investigations, instrument creations, rhythm journals, drawings, and collaborative performances or projects.
- Small Group Activities: Performance within various small group tasks such as “Instrument Match-Up Game,” “Guess the Sound,” or “Create a Rhythm Pattern.”

Learning Plan

The learning plan is structured into daily activities within each major section (Exploring the Topic, Investigations 1-5, and Celebrating Learning).

• Exploring the Topic: 5 days

• Investigation 1: 5 days

• Investigation 2: 5 days

• Investigation 3: 5 days

• Investigation 4: 3 days

• Investigation 5: 5 days

• Celebrating Learning: 2 days

Each day typically includes:

Interest Areas: Designated learning centers (e.g., Toys and Games, Discovery, Library, Technology, Music and Movement, Art, Dramatic Play, Block, Cooking) with relevant materials and prompts

Outdoor Experiences: Hands-on activities like walking around the school or outdoor area to listen for music, thinking of ways to make music with outdoor materials, creating a musical wall, play a louder/softer game, creating homemade megaphones and using them outside, “Hopping,” “Up and Away” “Balance on a Beam,” “Follow the Leader,” “Balance on a Beam,” “Swing & Jump Rope” and “Follow the Leader.”

Family Partnerships: Engaging families through letters, inviting them to contribute photos of family members experiencing music (playing an instrument, singing ‘Happy Birthday’), inviting them to share their favorite music, inviting those that work with music to join the classroom (ex. musician), inviting families to join the visiting musician, and visiting the classroom to share expertise.

Wow! Experiences: Special events like inviting a high school band member to join in on the investigations, looking at a piano to see the hammers strike the strings, hosting a classroom visitor that plays an instrument or creates music with their voice, taking a site visit to a location where music is created and the final celebration of learning.

Question of the Day: A specific question to focus daily inquiry and discussion

Large Group:

Games: Engaging games like "Hippity, Hoppity, How Many?," "Feely Box!" "I'm Thinking Of," etc.

Songs/Poems/Rhymes/Chants: Singing songs such as "Old McDonald," "Musical Junk," "Move to the Beat," "Clap the Missing Word," "Ticky Ricky," "A-Hunting We Will Go," "This Old Man," "Clap a Friend's Name," "The People in Your Neighborhood," "Humpty Dumpty," "Hello Friends," etc. or reciting poems like "Here is the Beehive" and "Riddle Dee Dee"

Movement: Structured movement activities like "Bounce, Bounce, Bounce," "The Kids Go Marching In," "My Body Jumps," "High in the Tree," "The Wave," "Shape Hunt," "A-Hunting We Will Go," "Paper Towel Rap," etc.

Discussion and Shared Writing: Focused discussions and collaborative writing on topics like "Responding to Music," "Describing Music," "Describing Sounds," "What Do We Know About Music Making?" "What Do We Want to Find Out About Music Making?" "Making Music," "Making Instruments," "Instrument Sounds," "Musical Patterns," "Exploring Sheet Music, "Making Sounds with a Stringed Instrument," "Visiting Musician," "Music-Making Traditions," and preparing for/sharing learning at the celebration

Read-Aloud: Nonfiction and fiction books featuring music, instruments, sounds, feelings or related topics are read daily, often with "Book Discussion Cards"

Small Group Options: Two differentiated small group options are provided daily, often linked to "Intentional Teaching Cards" (e.g., "Stepping Stones," "Where's the Bean Bag?" "Can You Find It?" "Character's Feelings," "Shared Writing," "Patterns," "Jumping Beans," "Action Patterns, "Musical Water," "Writing Poems," "Graphing," "Tallying," "Rhyming Chart," etc.) covering literacy, math, and science skills

Materials

- Instruments: Drums, rhythm sticks, cymbals, gong, triangles, jingle bells, resonator bells, step bells, xylophone, flutes, violins, electronic keyboards, instruments from other parts of the world, homemade instruments

- Materials: sheet music, CDs of collections of music, photographs of unusual instruments, programs or photographs from musical performances, microphone, baton, pitch pipe, metronome, children's books containing songs

Standards

I. Social/Emotional Development

- Standard 0.1: Children demonstrate self-confidence.

0.1.1 Express individuality by making independent decisions.

0.1.2 Express ideas for activities and initiate discussions.

0.1.3 Actively engage in activities and interactions with teachers and peers.

- Standard 0.2: Children demonstrate self-direction.

0.2.1 Make independent choices and plans from a broad range of diverse interest centers.

0.2.2 Demonstrate self-help skills.

0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.

- Standard 0.3: Children identify and express feelings.

0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.

- Standard 0.4: Children exhibit positive interactions with other children and adults.

0.4.1 Engage appropriately with peers and teachers in classroom activities.

0.4.2 Demonstrate socially acceptable behavior for teachers and peers.

0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive.

II. Language Arts Literacy

- Standard 1.1: Children participate in conversations and discussions.

1.1.1 Engage in conversations about familiar topics.

1.1.2 Ask and answer questions related to the topic.

- Standard 1.2: Children comprehend and use new vocabulary.

1.2.1 Use new vocabulary related to the topic.

1.2.2 Understand and follow multi-step directions.

- Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.

1.3.1 Play roles observed through life experiences.

1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.

- Standard 1.4: Children demonstrate emergent reading skills.

1.4.1 Show interest in books and print materials.

- Standard 1.5: Children demonstrate emergent writing skills.

1.5.1 Use drawing and writing to express ideas.

III. Mathematics

- Standard 3.1: Children use numbers and counting.

3.1.1 Count with understanding and recognize how many are in a set.

- Standard 3.2: Children identify and describe shapes.

3.2.1 Identify and describe two- and three-dimensional shapes.

3.2.2 Understand and use positional words.

- Standard 3.3: Children compare and measure.

3.3.1 Compare and order objects by length, size, weight.

3.3.2 Use non-standard units to measure.

- Standard 3.4: Children sort and classify objects.

3.4.1 Sort and classify objects based on one or more attributes.

- Standard 3.5: Children recognize and create patterns.

3.5.1 Recognize and extend simple patterns.

IV. Science

- Standard 4.1: Children explore and investigate the natural and physical world.

4.1.1 Observe and describe objects and events.

4.1.2 Ask questions about observations.

4.1.3 Conduct simple investigations to answer questions.

4.1.4 Make predictions and test them.

- Standard 4.2: Children understand properties of objects and materials.

4.2.1 Identify and describe properties of objects.

4.2.2 Explore how objects can be changed.

- Standard 4.3: Children understand basic concepts of force and motion.

4.3.1 Explore different ways objects move.

4.3.2 Understand that forces cause changes in motion.

- Standard 4.4: Children understand concepts related to structures and engineering.

4.4.1 Explore how structures are built and designed.

4.4.2 Use tools and materials to design and build.

V. Health, Safety, and Physical Education

- Standard 2.2: Children demonstrate large motor skills.

2.2.1 Demonstrate locomotor skills.

2.2.2 Demonstrate non-locomotor skills.

2.2.3 Demonstrate manipulative skills.

- Standard 2.3: Children demonstrate small motor skills.

2.3.1 Develop eye-hand coordination.

2.3.2 Demonstrate fine motor skills.

VI. Visual and Performing Arts

- Standard 5.1: Children express themselves through and develop an appreciation of dramatic play and storytelling.

5.1.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.

- Standard 5.2: Children express themselves through and develop an appreciation of the visual arts.

5.2.1 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.

VII. Social Studies, Family, and Life Skills

- Standard 6.1: Children understand themselves and their families.

6.1.1 Share information about themselves and their families.

- Standard 6.3: Children understand their community.

6.3.1 Explore and identify places and people in their community.

6.3.2 Understand the roles of community helpers.

- Standard 6.4: Children demonstrate problem-solving skills.

6.4.1 Identify a problem and generate possible solutions.

6.4.2 Use materials and resources to solve problems.

VIII. Technology

- Standard 8.1: Children use technology tools for learning and communication.

8.1.1 Explore and use various technological tools.

Suggested Strategies for Modifications

SUGGESTED STRATEGIES FOR MODIFICATIONS FOR SPECIAL EDUCATION STUDENTS, ELL, AT RISK AND STUDENTS GIFTED STUDENTS.

Using a variety of hands-on activities, movement, small group options, visual activities, along with discussions to support diverse learners and learning styles. Students experience hands-on exploration of technology and materials that provide multiple entry points for learners.

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

https://docs.google.com/spreadsheets/d/1fmQ5llgX1HZdIPa7duX33pfmonGDoVFag9eE2DpbLfM/edit?usp=sharing