

Unit: Grade 1 - Melody

Content Area: **Music**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

In this unit, students will be introduced to melodic contour both visually and aurally through singing, movement and playing. Activities are also designed to encourage vocal development and to build individual confidence in the use of his/her singing voice.

Transfer

Students will be able to independently use their learning to...

- to know that pitch is the highness or lowness of a sound
- to know that melodic movement occurs upward and downward
- to know that melodic movement has pattern
- to build melodic vocabulary
- to identify tonal center
- to access singing voice in proper register
- to utilize thinking and problem solving
- to strive for accuracy
- to gather data through all the senses

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- pitch is the highness or lowness of a sound
- melody is a series of pitches that create a musical idea
- melodic movement moves upward and downward
- melodic movement can also occur in a stepwise patterns
- pitches are written on lines and spaces
- there is a difference between a speaking voice and a singing voice
- there are patterns in music

Essential Questions

Students will keep considering...

- Do I hear a high pitch or a low pitch?
- How are the pitches moving in this music?
- Do I hear pitch patterns in this music?
- What notation symbols do composers use to represent pitch?
- How do I use my body to sing?

Application of Knowledge and Skill

Students will know...

Students will know...

- pitch is the highness or lowness of a sound
- melody is a series of pitches that create a musical idea
- pitches move upward and downward
- pitches can also move in stepwise patterns
- to sing the tonal center of a melody
- difference between speaking voice and singing voice

Students will be skilled at...

Students will be skilled at...

- identify tonal center
- singing in unison
- echoing simple melodic patterns
- differentiate notes as "same" or "different" and moving "higher" or "lower" aurally
- differentiate upward and downward movement aurally and visually on the treble clef staff
- differentiate simple major tonic patterns

Academic Vocabulary

pitch

higher

lower

pattern

melody

speaking voice

singing voice

solo

upward

downward

same

different

identify

perform

Learning Goal-Melody

The students will be able to differentiate melodic direction aurally and visually.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.

Target 1--Tonal Center

Students will identify tonal center of a song

-sing resting tone of a song

-echo simple major tonic patterns

- Students will identify tonal center of a song

VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.

Target 2--High/Low

Students will listen to pitches and distinguish as "same" or "different" and as "higher" or "lower"

-sing or play pitch patterns

-move to show high and/or low sounds

- identify sounds as same/different and high/low
 - build vocabulary
 - introduce concept that composers use symbols to represent pitch
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- Students will listen to pitches and distinguish as "higher" or "lower"
- Students will listen to pitches and distinguish as "same" or "different"

VPA.1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

VPA.1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

Target 3--Up/Down

Students will distinguish pitches moving upward and downward aurally and visually

- sing songs with ascending and descending melodies
 - move to songs with ascending and descending melodies
 - play ascending and descending patterns on classroom instruments
 - identify melodic direction in notation
 - encourage vocal development by giving feedback regarding techniques for improving vocal production
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- Students will distinguish pitches moving upward and downward aurally and visually

VPA.1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

VPA.1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

VPA.1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

Target 4--Tonic Pitch Patterns

Students will distinguish tonic pitch patterns aurally and visually in major tonality

-sing songs in major tonality

-echo melodic tonic patterns

-echo melodic tonic patterns with solfege hand signs

-match performed melodic patterns with written notation

-play simple patterns on classroom instruments using known melodic elements (do, sol)

-encourage vocal development by giving feedback regarding techniques for improving vocal production

- Students will distinguish tonic pitch patterns aurally in major tonality
- Students will distinguish tonic pitch patterns visually in major tonality

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VPA.1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

Summative Assessment

Verbal/Written Response

Performance Assessment

Student Evaluation

Formative Assessment and Performance Opportunities

Class discussion

Class participation

Individual performance

Group discussion

- Class Discussion
- Class Participation
- Group Discussion
- Individual Performance

Differentiation / Enrichment

Use the Lists tab.

- 504
- Alternative Activity
- Enrichment: activities that require advanced skills
- Enrichment: assist struggling students
- Enrichment: leadership activities in classroom
- Eye contact
- IEP
- Modify Activity
- Preferential seating
- Provide good role model
- Repeat directions
- Reword directions
- Visual clues/Props

Unit Resources

Use Lists and attach Documents.

- classroom rhythm instruments
- instructional technology resources
- Silver Burdett-Making Music teacher manual, recordings, Big Book
- Supplemental resources including songs, games, and activities from songbooks, recordings, on-line resources, workshops
- Teacher created resources i.e. worksheets, assessments
- Teacher modeling