

# Unit: Grade 5 - Expressive Qualities

Content Area: **Music**  
Course(s): **Music 5**  
Time Period: **4 weeks**  
Length: **1 Class Period per Week**  
Status: **Published**

## Unit Overview

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In this unit, students will explore the various elements that effect the mood and style of music. Students will describe the dynamics, tempo, articulation, and major/minor harmony of a variety of musical examples, and they will demonstrate these elements while singing, moving, and playing classroom instruments.

## Transfer

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

- to know that music has a variety of moods and styles
- to know that various elements affect mood of the music
- to know definition of tempo, dynamics, articulation
- to gather data through all the senses
- to describe variations of tempo, dynamics and articulation and how they effect the mood of a song/musical selection
- to distinguish between major and minor harmony
- to build critical listening and thinking skills through analyzing music

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

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

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### **Understandings**

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Students will understand that...

- composers use italian words and symbols to describe tempo, dynamics, and articulation in music
- Tempo, dynamics, major/minor harmony and articulation all affect the mood of music.

### **Essential Questions**

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Students will keep considering...

- How do I feel when listening to this music?
- What is the speed (tempo) of the music?
- Is the music loud or quiet (soft)?
- Is the music short and detached or smooth and connected?
- Is the music major or minor?
- What pictures come to mind when I hear this music?

### **Application of Knowledge and Skill**

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## **Students will know...**

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Students will know...

- music has a variety of moods and styles
- dynamics and tempo affect mood
- definitions for tempo, articulations, and dynamics

## **Students will be skilled at...**

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Students will be skilled at...

- identifying the tempo of aural examples
- identifying dynamics of aural examples
- identifying articulation of aural examples
- singing and performing songs in various moods
- identifying music as being major or minor

## **Academic Vocabulary**

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### **tempo**

adagio

andante

moderato

allegro

presto

**dynamics**

pianissimo

piano

mezzo piano

mezzo forte

forte

fortissimo

crescendo

decrescendo

**articulation**

legato

staccato

**chords**

major

minor

**expression**

**mood**

**style**

**label**

**perform**

**same**

**different**

## Learning Goal

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Students will identify the expressive qualities of a piece of music and describe how these qualities affect the mood of the music.

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CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

## **Target 2--Explore Dynamics**

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Students will explore various dynamics

- identify dynamics as as the volume of the music
- listen to music with a variety of volumes
- move expressively/respond to loud/soft and changing dynamics
- choose and play instruments appropriate to the mood of songs

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- Students will explore various dynamics

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

## **Target 3--Explore Articulation**

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Students will define articulation as the way in which a note is played or sung.

Define staccato as short and detached articulation.

Define legato as smooth and connected articulation.

Identify type of articulation(s) in various musical examples

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational
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systems.

VPA.1.4.5.B.3

Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

## **Target 4--Major vs. Minor Tonality**

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-Students will distinguish between music with major and minor tonalities

-perform major and minor melody and harmony using pitched instruments (ie. boomwhackers, melody bells)

-identify major and minor chords based on the "color" of their sound

VPA.1.1.5.B.1

Identify the elements of music in response to aural prompts and printed music notational systems.

VPA.1.1.5.B.2

Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

VPA.1.3.5.B.2

Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

VPA.1.3.5.B.4

Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

VPA.1.4.5.A.2

Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

VPA.1.4.5.B.1

Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

## **Summative Assessment**

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Verbal/Written Response

Performance Assessment

Student Evaluation

## **Formative Assessment and Performance Opportunities**

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Class discussion

Class participation

Individual performance

Group discussion

- Class Discussion
- Class Participation

- Group Discussion
- Individual Performance

## **Differentiation / Enrichment**

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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**

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- instructional technology resources
  - supplemental resources including songs, games, and activities from songbooks, recordings, on-line resources
  - teacher created resources i.e. worksheets, assessments
  - teacher modeling
  - classroom rhythm instruments.
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