

# Unit: Grade 1 - Form

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

## Unit Overview

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In this unit, students will explore organization in music. Students will understand phrase, distinguish same and different musical ideas and identify forms in two parts.

## Transfer

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

- to know that music is organized
- to distinguish between music in two parts
- to label music in two part form
- to build form vocabulary
- to utilize thinking and problem solving skills
- 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](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will understand that...

- music is organized
- music has same and different musical ideas or phrases
- music has repeating and contrasting musical ideas or phrases

## **Essential Questions**

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Students will keep considering...

- Does the music repeat?
- If there are words, do the words repeat?
- How many times do I hear a musical idea?
- What is the order of musical ideas?

## **Application of Knowledge and Skill**

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

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Students will know...

- music has organization
- phrases or musical ideas can sound the same and different
- same and different musical ideas are organized to create the form of a song
- parts of a song with words can be labeled

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

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Students will be skilled at...

- identifying the phrase of a song
- distinguish between same and different phrases or musical ideas
- identifying repeating and contrasting sections of a song
- identifying music in two parts
- identifying call and response

### **Academic Vocabulary**

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phrase/musical idea

melody

call and response

verse

refrain

chorus

form

organize

identify

label

perform

same

different

## **Learning Goal-Form**

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The students will be able to identify same/different musical ideas/phrases and call and response.

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 1--Identify Phrases or Musical Ideas**

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Students will identify phrases or musical ideas in a song

-sing songs with clear, apparent phrasing

-listen to songs with clear, apparent phrasing

-use movement to demonstrate phrases

- Students will identify phrases or musical ideas in 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.

## **Target 2--Same or Different Phrases**

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Students will distinguish between same and different phrases or musical ideas

-use movement to show different phrases

-use songs with words and without

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- Students will distinguish between same and different phrases or musical ideas

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--Music in Two-Parts with Words**

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Students will distinguish music in two parts with words

- sing call and response songs
- sing verse and refrain (chorus) songs
- listen to verse and refrain songs
- demonstrate contrasting sections through movement

- Students will identify call and response form
- Students will identify the refrain of a song

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.

VPA.1.3.2.B.6

Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.

### **Formative Assessment and Performance Opportunities**

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- Class Participation
- Exit Questions
- Individual Performance
- Peer Critique
- Teacher Observation

### **Summative Assessment**

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- Performance Assessment
- Verbal/Written Response

## **21st Century Life and Careers**

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### **Standards:**

Civic Financial Responsibility

9.1.2.CR.1

Career Awareness and Planning

9.1.2.CAP.1

Creativity and Innovation

9.4.2.CI.2

Critical Thinking and Problem Solving

9.4.2.CT.3

Digital Citizenship

9.4.2.DC.3

9.4.2.DC.6

Global and Cultural Awareness

9.4.2.GCA.1

Information and Media Literacy

9.4.2.IML.1

Technology Literacy

9.4.2.TL.1

## **Accommodations/Modifications**

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(ELL, Special Education, Gifted and Talented, Students at Risk for Failure)

Notation modification (writing in notes), solo performance for excelled students, review IEP/504 plans and make listed modifications, collaborate with ESL department to make necessary modifications for ELL students, differentiated instructional strategies that allow students of different intelligence to achieve success

## **ELL:**

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- Build Background/Vocabulary
- Chunking Information
- Flexible Grouping
- Increased Eye Contact
- Manipulatives/Instruments
- Multi-Sensory Instruction
- Peer Buddies
- Repeat Directions
- Reword Directions
- Scaffolded Questioning

## **Special Education:**

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- Assistive Technology
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Flexible Grouping
- Increased Eye Contact
- Modified Assignments
- Multi-Sensory Instruction
- Peer Buddies
- Preferential Seating

- Repeat Directions
- Reword Directions
- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Models

## **Students at Risk of Failure:**

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- Assistive Technology
- Build Background/Vocabulary
- Modified Assignments
- Preferential Seating
- Repeat Directions
- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Model

## **Gifted and Talented:**

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- Extension Activities
- Open-ended questions that stimulate thinking skills
- Opportunities for Critical Thinking
- Peer Collaboration
- Solo Performance (for excelled students)
- Student Choice Activities
- Tiered Activities

## **Unit Resources**

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- classroom rhythm instruments
- Instructional technology resources such as Brain Pop, Google Classroom, Wixie, Flipgrid, Kahoot, YouTube
- 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, instructional videos/tutorials
- Teacher modeling



