

Unit: Grade 1 - Harmony

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

Unit Overview

In this unit, students will recognize that music has melody and harmony. Students will be able to distinguish between unison and harmony and will be able to perform accompaniments to familiar melodies to create harmony.

Transfer

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

- to know that music has melody and harmony
- to access singing voice in proper register
- to distinguish between unison and harmony singing
- to sing/play simple ostinato accompaniments to create harmony
- to build harmonic vocabulary
- to utilize thinking and problem solving skills
- 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...

- music can have melody and harmony
- unison is when all voices are singing the same pitch/part at the same time
- harmony is created when two or more pitches are played together
- harmony can be created vocally or with instruments

Essential Questions

Students will keep considering...

- Do I hear one or more pitches or parts?
- Am I singing the same pitches or part as the teacher or my classmates?
- Are the voices singing same or different pitches or parts?
- Are the instruments playing the same or different pitches or parts as the voices?

Application of Knowledge and Skill

Students will know...

Students will know...

- unison is singing or playing the same pitches or parts at the same time
- harmony is singing or playing different pitches or parts at the same time
- harmony can be created by singing with an ostinato accompaniment

Students will be skilled at...

Students will be skilled at...

- singing in unison
- distinguish between unison and harmony singing
- performing simple vocal accompaniment to create harmony
- performing simple instrumental accompaniment to create harmony

Academic Vocabulary

unison

harmony

ostinato

melody

pitch

identify

perform

same

different

accompaniment

Learning Goal-Harmony

The students will be able to perform simple vocal accompaniment and with classroom instruments to familiar songs to create harmony.

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

Target 1--Unison Singing

Students will sing a song in unison with and without accompaniment

-sing resting tone of a song

-echo simple melodic patterns

-students will solo start song

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

- Students will sing a song in unison with and without accompaniment

VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
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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.
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Target 2--Unison vs Harmony

Students will distinguish between melody and harmony in a song

-identify same or different pitches or parts

-build vocabulary

- Students will distinguish between melody and harmony in 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.
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Target 3--Perform Simple Harmony

Students will perform simple ostinato harmony with a song

-sing/play songs with resting tone ostinato

-sing/play songs with simple pattern ostinato

- Students will perform simple ostinato harmony with 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.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

Formative Assessment and Performance Opportunities

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

Summative Assessment

- Performance Assessment
- Verbal/Written Response

21st Century Life and Careers

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

(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:

- 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:

- 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:

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

Gifted and Talented:

- 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

- 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

Interdisciplinary Connections
