

# Unit: Grade 1 - Melody

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 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

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

## Meaning

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## **Understandings**

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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**

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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**

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

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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...**

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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**

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pitch

higher

lower

pattern

melody

speaking voice

singing voice

solo

upward

downward

same

different

identify

perform

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## Learning Goal-Melody

The students will be able to differentiate melodic direction 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.1.1.2.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.

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## 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**

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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

- 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**

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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

- 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**

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

-sing songs in major tonality

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

-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)

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

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.

## **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:**

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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/Vocabular
- Chunking Information
- Extended Time
- Flexible Grouping
- Increased Eye ContactIncreased 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
- 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

## **Interdisciplinary Connections**

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