

# Unit: Grade 1 - Tone Color

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 understand that music can include a variety of sound sources. Students will be able to distinguish between various sound sources including instrumental sounds, environmental sounds and vocal sounds and also be able to visually and aurally identify a variety of percussion instruments.

## Transfer

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

- to know that music can include a variety of sounds
- to distinguish between instrumental sounds, vocal sounds and environmental sounds
- to differentiate pitched versus non-pitched instruments
- to identify percussion versus non-percussion instruments
- to create various sounds in music using instruments, vocal sounds and body percussion
- to build tone color vocabulary
- to utilize thinking and problem solving skills
- to strive for accuracy
- to gather data through all the senses

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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...

- the voice can be used to produce a variety of sounds
- improvement in the singing voice can occur with active participation
- music can include a variety of sound sources
- there are similarities and differences among various sound sources
- instruments are either pitched or non-pitched
- percussion instruments can be non-pitched or pitched

### **Essential Questions**

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Students will keep considering...

- What kinds of sounds do I hear in this music?
- How are the sounds being created? By whom or what ?
- What instruments do I hear?
- Do the voices or instruments have a high sound or a low sound?
- Do the instruments change pitch or do they stay the same?
- What sounds can I choose to create music that communicate my own ideas?

## **Application of Knowledge and Skill**

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

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Students will know...

- tone color is the unique characteristic sound of an instrument, voice or environmental source
- that various sound sources are used to create music
- that they are able to produce many vocal sounds
- that improvement in the singing voice can occur with active participation
- that instruments can be pitched or non-pitched

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

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Students will be skilled at...

- producing various vocal sounds including singing, talking, shouting, whispering, humming, etc.
- distinguish between various sounds including instrumental sounds, environmental sounds and vocal sounds
- describing similarities and differences among various sounds
- identifying pitched and non-pitched instruments including percussion instruments

-creating various sounds in music using instruments, vocal sounds and body percussion

## **Academic Vocabulary**

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tone color

vocal

instruments

environment

percussion

pitch

non-pitched

identify

same

different

## **Learning Goal-Tone Color**

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The students will be able to identify multiple sound sources and describe unique sound qualities of various sound sources including environmental sounds, vocal sounds and instrumental sounds including pitched and non-pitched percussion.

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.4	Categorize families of instruments and identify their associated musical properties.
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.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

## **Target 1--Vocal Sounds**

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Students will explore different vocal sounds.

-perform different sounds including shouting, speaking, singing, whispering, humming, etc.

-discuss differences in vocal sounds

-encourage proper vocal development and increased participation

- Students will explore different vocal sounds

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--Identifying Types of Sounds**

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Students will distinguish and identify vocal, instruments and environmental sounds

-name and identify characteristics of different vocal sounds

-name and identify characteristics of different instruments

-name and identify characteristics of different environmental sounds

-build vocabulary

- Students will be able to distinguish and identify vocal, instruments and environmental sounds

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.4 Categorize families of instruments and identify their associated musical properties.

## **Target 3--Pitch vs Non-Pitched**

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Students will identify pitched and non-pitched instruments

-discuss characteristics of percussion instruments

-identify instruments that produce different pitches

-play rhythm accompaniment with songs

- Students will be able to identify pitched and non-pitched instruments

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

## **Target 4--Create with Tone Color**

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Students will create various sounds in music using objects in the environment, musical instruments, vocal sounds and body percussion

-improvise rhythm patterns to depict environmental sounds (nature sounds)

-use barred and non-pitched percussion instruments

-create accompaniments for folk songs

- Students will create various sounds in music using objects in the environment, musical instruments, vocal sounds and body percussion

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.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

VPA.1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

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