

# Unit: Grade 1 - Expressive Qualities

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 the various elements that affect the mood and style of music. By exploring world folk music, students will identify similar and different themes and characteristics and describe their musical elements.

## 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 and dynamics
- to gather data through all the senses
- to describe variations of tempo, dynamics and how they effect the mood of a song/musical selection
- to build critical listening and thinking skills through analyzing music

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 and dynamics in music
- tempo affects the mood of the music
- dynamics affects the mood of the music
- music reflects history and culture

### **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)?
- How does the tempo and dynamics help to create my feelings?
- 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...

- dynamics and tempo affect mood
- definitions for tempo and dynamics
- definitions for allegro and adagio
- definitions for forte and piano

- music has a variety of moods and styles
- similarities and differences in world folk music

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

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Students will be skilled at...

- identifying the tempo as fast or slow
- identifying dynamics as loud or quiet (soft)
- singing and performing songs in various moods and styles
- differentiate dynamic and tempo changes
- describing variations in tempo and dynamics and how they affect the mood of a song/selection of music

### **Academic Vocabulary**

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tempo

dynamics

expression

mood

style

forte

piano

allegro

adagio

identify

label

perform

same

different

folk music

## **Learning Goal-Expressive Qualities**

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The students will be able to identify expressive qualities in a song or selection of music and how expressive qualities affect the mood.

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.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
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.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

## **Target 1--Explore Tempo**

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Students will explore various tempos

- identify tempo as the speed of the beat (pulse)
- sing songs with a variety of speeds
- listen to music with a variety of speeds
- move expressively/respond to fast/slow and changing tempos

-choose and play instruments appropriate to the mood of songs

-use a variety of styles

- Students will explore various tempos

VPA.1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

VPA.1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in 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

-sing songs with a variety of volumes

-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

-hear a variety of styles of music

- Students will explore various dynamics

VPA.1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

VPA.1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

## **Target 3--Performing Expressively**

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Students will read and perform dynamics and various tempos

-sing songs and play rhythm instruments with various tempos i.e. allegro, adagio

-sing and play dynamics using forte (f), piano (p) and changing

- Students will read and perform dynamics of forte (f) and piano (p)
- Students will read and perform tempos of allegro and adagio

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 4--Compare and Contrast Expressive Qualities**

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Students will be able to differentiate tempo and dynamic changes in music

- listen to music of various tempo and/or dynamics
- label tempo and/or dynamics using appropriate vocabulary
- identify tempo and/or dynamic changes using appropriate vocabulary
- use movement to demonstrate tempo and/or dynamics

- Students will be able to differentiate tempo and dynamic changes in music

VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

#### **Target 5--Understanding the Affects of Expressive Qualities**

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Students will determine how variations in tempo and dynamics affect the mood/feeling of a song/musical selection

- sing and perform folk songs in various moods, styles and themes
- listen to folk songs in various moods, styles and themes
- have opportunities to describe mood, style and theme of music
- describe how variations of tempo and dynamics create the mood or feeling of the song/musical selection

- Students will describe expressive qualities and how they affect the mood of the music

VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods

and world cultures.

VPA.1.4.2.A.1

Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

VPA.1.4.2.A.3

Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

VPA.1.4.2.B.1

Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

VPA.1.4.2.B.3

Recognize the making subject or theme 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

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## **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

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## **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:**

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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

## **Interdisciplinary Connections**

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