

# Unit: Grade K - Expressive Qualities

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

## Unit Overview

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In this unit, students will explore various elements that affect the mood of the music.

## Transfer

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

- to know that various elements affect mood of the music
- to describe music as fast/slow or loud/quiet and how they affect the mood of a song
- to gather data through all the senses
- 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...

- the speed affects the music

-the volume affects the music

-composers use a variety of speed and volume in music

## **Essential Questions**

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Students will keep considering...

-Is the music fast or slow?

-Is the music loud or quiet?

-How do I feel when listening to this music?

-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...

-music has a variety of moods

-music can be described as fast or slow

-music can be described as loud or quiet

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

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Students will be skilled at...

-describing music as fast or slow

-describing music as loud or quiet

-singing and performing songs in various moods and styles

### **Academic Vocabulary**

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mood

identify

loud

quiet/soft

fast

slow

label

dynamics

tempo

perform

same

different

### **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 tempi

- sing songs with a variety of speeds
- listen to music with a variety of speeds
- move expressively/respond to fast/slow and changing speeds
- choose and play instruments appropriate to the mood of songs
- describe music as fast or slow

- 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

-sing songs with a variety of volumes

-listen to music with a variety of volumes

-move expressively/respond to loud/soft and changing volume

-describe music as loud or quiet

- Students will explore various volume

VPA.1.1.2.B.1

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

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

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Students will read and perform dynamics and various tempi

-sing songs and play rhythm instruments with various tempi

-sing and play dynamics using loud, quiet and changing

- Students will perform dynamics of loud and quiet
- Students will perform tempi (fast and slow)

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--Understanding the Affects of Expressive Qualities**

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Students will determine how variations in speed and volume 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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## 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

## **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/Models

## **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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Use Lists and attach Documents.

- classroom rhythm instruments
- Instructional technology resources such as Brain Pop, Google Classroom, Wixie, Flipgrid, Kahoot, YouTube
- 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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