

# Unit: Grade K - Harmony

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 be able to recognize music with and without accompaniment and will sing in unison.

## Transfer

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

- songs can be sung alone or with other voices and/or instruments
- to access singing voice in proper register
- sing simple melodies alone (or in unison) with and/or without accompaniment
- 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](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will understand that...

- songs can be sung alone or with other voices and/or instruments
- unison is when all voices are singing the same pitch/part at the same time

## **Essential Questions**

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Students will keep considering...

- Am I singing alone or with other voices/instruments?
- Are the voices singing the same or different as me?

## **Application of Knowledge and Skill**

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

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Students will know...

- unison is singing or playing the same pitches or parts at the same time
- accompaniment can be voices or instruments

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

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Students will be skilled at...

- singing alone or with others in unison
- distinguish singing alone and with accompaniment

## **Academic Vocabulary**

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unison

melody

pitch

voices

instruments

accompaniment

identify

perform

## **Learning Goal-Harmony**

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The students will be able to perform simple melodies in unison with or without accompaniment.

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**

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Students will sing a song in unison with and without accompaniment

-students will sing alone

-students will sing in unison with others

-students will sing in unison with instrumental accompaniment

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

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.

## **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

### **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/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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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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