

Unit: Grade K - Melody

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

Unit Overview

In this unit, students will be able to discern and use their singing voice and differentiate it from their speaking voice. Activities encourage vocal development and build individual confidence in the use of his/her singing voice.

Transfer

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

- to know that sound has highness and lowness
- to know that speaking voice and singing voice are different
- to access singing voice
- 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

Meaning

Understandings

Students will understand that...

- sound has highness or lowness
- music has a series of high sounds and low sounds
- there is a difference between a speaking voice and a singing voice
- there are patterns in music

Essential Questions

Students will keep considering...

- Do I hear a high sound or low sound?
- Are the sounds the same or different?
- How do I use my body to sing?

Application of Knowledge and Skill

Students will know...

Students will know...

- sound has highness or lowness
- music has a series of high sounds and low sounds
- the difference between speaking voice and singing voice

Students will be skilled at...

Students will be skilled at...

- differentiating a singing and speaking voice
- utilizing singing voice
- echoing simple melodic patterns
- differentiating notes as "same" or "different"

Academic Vocabulary

sound

higher

lower

pattern

melody

speaking voice

Singing voice

same

different

identify

perform

Learning Goal-Melody

The students will develop and utilize their singing voice.

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.

Target 1--Speaking vs Singing Voice

Students will differentiate between speaking and singing

-perform chants/rhymes

-sing simple melodies in a variety of tonalities

- Students will perform chants/rhymes
- Students will sing simple melodies

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--High/Low

Students will distinguish sounds as the same or different and high or low.

-move to show high or low sounds

-identify sounds as same/different and high/low

-sing pitch patterns

- Students will distinguish sounds as "higher" or "lower"
- Students will distinguish sounds 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--Vocal Development

Students will access and utilize their singing voice

-imitate a variety of sounds found in nature

-sing simple melodies in various tonalities

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

- Students will access and utilize a singing voice

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.

Formative Assessment and Performance Opportunities

- Class Participation
- Exit Questions
- Individual Performance
- Peer Critique
- Teacher Observation

Summative Assessment

- Performance Assessment
- Verbal/Written Response

21st Century Life and Careers

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

(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:

- 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:

- 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:

- Assistive Technology
- Build Background/Vocabulary
- Modified Assignments
- Preferential Seating
- Repeat Directions
- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Models

Gifted and Talented:

- 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

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
