

# Unit: Grade K - Tone Color

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 understand that music can include a variety of sound sources. Students will be able to distinguish various sound sources including instrumental sounds, environmental sounds and voice sounds

## 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 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

## **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?

## **Application of Knowledge and Skill**

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

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Students will know...

- that various sound sources such as instrument, voice, and environmental sources are used to create music
- that they are able to produce many vocal sounds

## **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
- creating various sounds in music using instruments, voice sounds, and body percussion

## **Academic Vocabulary**

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sound

vocal/voice

instruments

environment

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, instrumental, and voice 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.1.1.2.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--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.

### **Target 3--Create with Tone Color**

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

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

-use non-pitched percussion instruments

-perform accompaniment 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.1.4.2.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 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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