

Grade K Unit 2: Melody & Vocal Production

Content Area: **Music**
Course(s): **Music Grade K**
Time Period: **Full Year**
Length: **90**
Status: **Published**

NJSLS Visual & Performing Arts

MU.K-2.1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
MU.K-2.1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
MU.K-2.1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
MU.K-2.1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
MU.K-2.1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
MU.K-2.1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
MU.K-2.1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
MU.K-2.1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
MU.K-2.1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.
MU.K-2.1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
MU.K-2.1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
MU.K-2.1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
MU.K-2.1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
MU.K-2.1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
MU.K-2.1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
MU.K-2.1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

Rationale & Transfer Goals

Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their

musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.

Students will experience melodic concepts that will help develop their aural skills and gain better understanding of melodic contour. The voice will be the primary instrument used in this unit, as students will be encouraged to sing both collectively in groups and as individuals. The repertoire of songs will encourage healthy vocal development. Additionally, this understanding of structure can help students make connections to early literacy.

Enduring Understandings

- Melody is one of the building blocks for the creation of music
- Music transcends time geography and culture
- The manipulation of elements allows the musician to create meaningful music
- Music has the power to influence ideas, meanings, perceptions, and culture.
- Melody can evoke an emotional response
- Music has a melodic structure which can be felt, perceived, performed, and notated
- Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music

Essential Questions

- How does developing our aural and vocal skills make us stronger musicians?
- What is the value of mistakes in the musical learning process?
- How does our knowledge of melody impact our aural experience?
- What can music tell us about ourselves and our surroundings?
- How do musicians use melodic contour to express their ideas?
- How do we interpret music and why are multiple interpretations acceptable?

Content - What students will know

- Recognize pitch as being high, low, or in between from modified notation
- Recognize pitch as being long or short from modified notation
- Recognize notation representing sounds (notes) or silences (rests)

Skills - What students will be able to do

- Sing from basic notation with consideration of pitch and dynamics.
- Identify high and low sounds aurally, kinesthetically, and visually.
- Create/improvise patterns that demonstrate melodic contour using manipulatives, instruments and/or body movement.
- Sing using solfeggio signs (using movable do)
- Sing songs from a variety of cultures, historical periods, and genres.
- Explore the voice, including: whispering, singing, speaking, calling
- Demonstrate progress in matching pitch
- Identify and demonstrate loud and soft singing
- Create musical phrases in response to a teacher prompt (i.e. call and response and improvisation)
- Use appropriate terminology when describing melody and vocal production
- Develop a repertoire of songs.
- Demonstrate understanding of personal space while participating in movement activities

Activities - How we teach content and skills

- Incorporate simple body movements with singing and/or listening activities.
- Sing through call and response.
- Model and sing solfeggio signs (using movable do)
- Sign melodies that emphasize high and low pitches, upward and downward movement, and loud and soft sounds.
- Listen to, sing, and perform a variety of choral pieces that connect to social studies curriculum (ie holidays, school events, social skills)

- Play with dynamics (i.e., loud and soft) on an Orff instrument using a single mallet.
- Vocally match pitches within a limited range with accompaniment
- Sing correct pitches while singing in groups
- Sing correct pitches while singing passages individually with accompaniment

Assessment - How we know students have learned

The teacher will assess the student's ability to

- read
- perform
- create
- hear/listen.

Key Resources

- Rhythm Instruments
- Technology - Laptop Computers, Smartboard
- Videos of the subject matter - Youtube
- Supplemental student materials
- Worksheets
- Visual aids
- Listening maps
- Reading/Language Arts skills
- Recordings

Career Readiness

WRK.9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

21st Century Skills

TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.CI.2

Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).