

# Grade 1 Unit 3: Design (Form and Texture)

Content Area: **Music**  
Course(s): **Music Grade 1**  
Time Period: **MP3**  
Length: **45**  
Status: **Published**

## NJSLS Visual & Performing Arts

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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.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.
MU.K-2.1.3A.2Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.

## Rationale & Transfer Goals

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During this unit students will explore how music has structure and understand that basic musical form is essential to the creative process, performing music, and informed listening. These underlying structures unconsciously guide the creation of music, and they can be found via analysis and inference.

## **Enduring Understandings**

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- Form is the underlying structure of a piece of music. This structure can be found via analysis and inference.
- Composers use repetition of music, and contrasting sections to keep the listener engaged.
- Understanding musical form is one of the building blocks for the creation of music.
- Music has the power to influence ideas, meanings, perceptions, and culture.
- Form encourages an awareness and appreciation of beauty and the design of music.
- Form has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music.

## **Essential Questions**

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- How is sound organized to make music?
- How is repetition and contrast used to create form in music?
- How can structure help musicians express their ideas?
- How does developing an understanding of form make us stronger musicians?

## **Content - What students will know**

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- Sing and play a variety of forms and textures, including: unison, ostinato, and ABA
- Identify traditional musical forms (binary, repeat signs and ABA)
- Listen and respond to various forms through movement
- Create musical form using patterns
- Apply appropriate vocabulary when describing musical form

## **Skills - What students will be able to do**

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- Clap, sing, or play simple melodies, on pitch, from basic notation in the treble clef, with consideration

of pitch, rhythm, dynamics, and tempo, and following the director's cues.

- Perform an ostinato on an Orff instrument or equivalent homemade rhythm instruments using quarter, two eighth notes and quarter rests.
- Using a neutral syllable or solfeggio, sing or play an improvised simple melody on do-mi-sol-la with rhythms of quarter, two eighth notes and quarter rests
- Using the pentatonic scale, improvise a melody using a combination of quarter, two eighth notes and quarter rests on barred instruments to create expressive ideas.
- Improvise rhythms accompanied by a written rhythmic ostinato on rhythm instruments, instruments created from objects in the environment, or with vocal sounds using selected notes and/or scales to create expressive ideas.

### **Activities - How we teach content and skills**

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- Incorporate steady beats with singing and/or listening activities
- Read and perform from simple written or charted lines of notation
- Clapping and singing to match the rhythms of a simple melody
- Play rhythm instruments to keep the rhythm and tempo

### **Assessment - How we know students have learned**

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The teacher will assess the student's ability to

- read
- perform
- create
- hear/listen.

### **Key Resources**

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- 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**

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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**

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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).