

# Grade 1 Unit 4: Expressive Qualities (Dynamics, Tempo, Tone Color)

Content Area: **Music**  
Course(s): **Music Grade 1**  
Time Period: **MP4**  
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 sound is the basis for all music. Sounds are all around us, and the unique sounds of instruments and voices can be used in various ways to create music. Students will explore, categorize, and use different sounds and voices in this unit.

## **Enduring Understandings**

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- Voices can be musical instruments.
- We use our voices in different ways to communicate.
- Each individual instrument and voice has a distinct tone quality. Using combinations of these different tone colors can drastically affect the way music sounds.
- Music builds a sense of community.
- Music is a universal language.
- Music tells a story through time.
- Music is a part of all cultures.

## **Essential Questions**

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- In what ways do we use our voices?
- How does changing tone color affect music?
- How does music impact our lives?
- Is all sound music?
- Why do we like the music we like?

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

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- Singing vs. speaking voice
- Match pitch/sing tunefully
- Same vs. Different (timbre)
- Affect/Emotion
- Composers, culture & historical connections
- Music is connected to disciplines outside the arts
- Same vs. Different (Structure)

- Same vs. Different ( Style)

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

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- Demonstrate an understanding of the similarities and differences of children's singing games from different continents (e.g., North America, the African continent) by comparing and contrasting melody, rhythm, tempo, etc. in representative examples of culturally-based music.
- Create a short song that tells a story which include the elements of music (e.g., dynamics, tempo, melodic direction, instrumentation) found in a piece (or a section of a piece) of program music.
- List the musical elements (e.g., dynamics, meter, melody etc.) found in performances of seasonal songs (e.g., Halloween, winter, patriotic) and use them to make objective assessments of the appropriateness/effectiveness of the elements in conveying the intent of the song.
- Critique the performance by the class or of a recording of a call and response song that allows the response to be created by the singer. Discuss the application and appropriateness of the musical elements employed in the song (e.g., melody, rhythm, dynamics and lyrics).
- Describe two musical elements (e.g., tempo, rhythm, dynamics etc.) that correspond to the theme of a selected piece of music (i.e., the Little Train of the Caipira by Villa-Lobos).

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

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- Listen to recorded or live examples of symphony orchestra, concert band, and chorus.
- Students perform movements (in conjunction with singing, reading and playing activities) that correlate to lyrics or mood; or perform rote learned and free form body percussion
- Act out a short song that tells a story using rhythm instrumentation (sound poetry)

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

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The teacher will assess the student's ability to

- discuss
- critique
- articulate opinions about music

## 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).