Unit 4-Performance

Content Area: **Music**
Course(s): **Music 1**
Time Period: **Marking Period 4**
Length: **May-June**
Status: **Published**

Essential Questions

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

CSDT Technology Integration

8.1.2.DA.3: Identify and describe patterns in data visualizations.

Activity:

Students use purchased interactive music program to create rhythmic patterns and then perform them.

Cross Curricular Integration

Integration Area: Science

1PS4.A Sound can make matter vibrate, and vibrating matter can make sound.

1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.

Activity:

Students will develop an understanding about length=pitch. The longer the object the lower the pitch. The

shorter the object, the higher the pitch.

Enduring Understandings

1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.

- Introduce board rhythms according to the solfeg system (ta, ti-ti, rest, so and mi).

Dance

1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas. ● 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.

1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device. ● 1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally

1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. ● 1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

Resources

- Music Connection – Square Dancing Songs
- Internet – Square Dancing Steps