

02_Pitch

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

General Overview, Course Description or Course Philosophy

Music K-2

During Kindergarten through Grade 2, students have 36-40 music lessons during the school year. Lessons involve about 8 to ten different activities streamed together seamlessly around musical concepts. At this level, musical elements are also introduced. A concept is always absorbed physically, aurally, and then visually before it is labeled in musical terminology. Much of the musical terminology will not be introduced until first and second grades. Musical games and repertoire, which developed from a myriad of folk songs, were compiled from the Kodaly, Orff, and Dalcroze philosophies. The fundamentals of music are built upon in subsequent years creating a spiral curriculum that will lead the student to a high proficiency in music theory, history, and performance. All lessons are introductory and repeated throughout the year.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objective(s):

- Students will understand that proper breathing technique and correct posture improve the timbre of the voice.
- Students will understand what pitch is and how to create it with their voice.
- Students will understand that melodies are made up of different pitches connected.

Essential Question(s):

- What is pitch?
- What is melody?
- How can a musician tell if a pitch is moving upward, downward or repeating?
- How is sound organized to make music?

Enduring Understanding(s):

- Good tone quality is created by correct technique.
- Melodies are created by a series of pitches (upward, downward or repeating) that are connected.

CONTENT AREA STANDARDS

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.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.Pr5	Developing and refining techniques and models or steps needed to create products.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

MU.K-2.1.3A.2.Re7	Perceiving and analyzing products. Evaluate
MU.K-2.1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.
MU.K-2.1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
TECH.9.4.2.Cl.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.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- Proper technique will improve the sound of their music.
- Melodies are made up of different pitches connected.
- Listening is important to match pitch.

Procedural Knowledge

Students will be able to:

- Identify if pitch goes up, goes down or stays the same.
- Demonstrate the ability to hear and produce a variety of pitches, both high and low.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

For this unit, formative assessments can/will include:

- Movement: The students match their body movement to the high, medium and low pitches of a song. The teacher can assess their ability to distinguish between pitches.
- Echo songs: The teacher will sing the call and individual students will sing the response. The teacher can assess their ability to match pitch.

Summative Assessments

For this unit, summative assessments can/will include:

- Hearing Pitches: Students can show on a paper staff if a sounded note is higher, lower or the same as a previous sounded note.
- Arranging Pitches: Students can create their own melody with manipulatives.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

- MUSICPLAYONLINE: A website that has pitch units and activities for PreK-Middle School.

- **STAFF & NOTE MANIPULATIVES:** to experiment with how the representation of pitch is high and low like the pitch.
- **BELL SETS:** students can experiment with pitches.
- **ECHO SONGS:** to practice matching pitch.
- **BOOMWHACKERS:** A physical representation of bigger being lower and smaller being higher.

INTERDISCIPLINARY CONNECTIONS

SCIENCE: Using boom whackers to show that the longer the instrument is the lower it plays and the shorter the instrument is the higher it plays.

MATH: Pitches are represented by numbers.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Modifications include:

- Physical alterations of games to provide equity for all students.
- Visual cues to hearing impaired.
- See link to Accommodations & Modifications document in course folder.