

# 03\_Tempo

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

## **General Overview, Course Description or Course Philosophy**

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### 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**

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### **Objective(s):**

- Students will understand that the elements of music are foundational to basic music literacy.
- Students will understand that tempo affects the mood of the music.

### **Essential Question(s):**

- What is tempo?
- How does tempo affect the mood of the music?
- How can a musician find the tempo in a song?

### **Enduring Understanding(s):**

- The speed music is performed is the tempo.

- Tempo is important to the mood of music.

## **CONTENT AREA STANDARDS**

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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.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.Re	Responding
MU.K-2.1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

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

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MU.K-2.1.3A.2.Cr2	Organizing and developing ideas.
MU.K-2.1.3A.2.Cr3	Refining and completing products.
MU.K-2.1.3A.2.Re9	Applying criteria to evaluate products.
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).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

## **STUDENT LEARNING TARGETS**

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

### **Declarative Knowledge**

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**Students will understand that:**

- Music exists in time and is organized into patterns.
- Tempo affects the mood of the music.

## **Procedural Knowledge**

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### **Students will be able to:**

- Creatively respond to tempo through movement that reflects the speed of the selected piece.
- Understand that music can change and become fast or slow as it progresses.

## **EVIDENCE OF LEARNING**

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

## **Formative Assessments**

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### **For this unit, formative assessments can/will include:**

- The teacher will play a piece of music and the students will move around the room making their movements match the tempo of the music. The teacher will be able to assess the students understanding of the tempo.
- The teacher will play a piece of music and the students will identify the mood and the tempo of the piece.

## **Summative Assessments**

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### **For this unit, summative assessments can/will include:**

- Tempo and Mood: A student will match tempo with mood.
- Identifying Tempo: A student will put the tempo names in order from slowest to fastest using a word bank.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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### **Resources Include:**

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

- **HAND HELD PERCUSSION:** Various percussion instruments used for rhythmic understanding.
- **BEAN BAGS:** A tactile way to practice tempo.
- **RHYTHM STICKS:** A demonstrative way to practice tempo.
- **GAMES:** The Statue Game and The Old Gray Cat teach tempo in a fun way.
- **BUCKET DRUMS:** A set to use with the class.

## **INTERDISCIPLINARY CONNECTIONS**

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**PHYSICAL EDUCATION:** Movement to music at a variety of tempos.

**LANGUAGE:** Learning the musical terms of the different tempos, which are in Italian.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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**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.