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| Unit/Topic Title: **Expression of Music** | Trimester/Semester: **2** |
| Estimated Time (When): **Trimester 2** | |

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| **Standard(s)**  1. Expression of Music | |
| **Prepared Graduates:**   * [Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=5&glid=0&pgcid=57) * [Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=5&glid=0&pgcid=58) * [Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=5&glid=0&pgcid=59) | |
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| **Grade Level Expectation: First Grade** | |
| **Concepts and skills students master:** | |
| * 1. Expressively perform using simple techniques in groups and independently * Perform basic rhythmic and melodic patterns | |
| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**  No evidence outcomes for this standard for this trimester | **Inquiry Questions:**   * Why is it important to keep a steady beat? * How is singing similar to speaking? * What is the role of the conductor? |
| **Relevance and Application:**   * Use of nursery rhymes, counting songs, spelling songs, celebration songs, holiday songs, and patriotic songs enables varying ways to teach content skills. * Singing songs focusing on phonemic awareness and songs that use cross body movements aid in the physiological needs of beginning reading skills. * Understanding responsible personal and social behaviors in musical settings gives insights to societal expectations in similar group settings. |
| **Nature of the Discipline (Mathematics, Science, etc.):**  Musicality is the ability to perform and respond to music in meaningful ways. |
| **Essential Vocabulary** | |
| * N/A | |
| **Assessments** | |
| * N/A | |
| **Instructional Resources** | |
| * N/A | |