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| Unit/Topic Title: **Theory of Music, Standard 3** | Trimester/Semester: **1** |
| Estimated Time (When): **Trimester 1** *(Includes time for reteaching and enrichment)* | |

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| **Standard(s)**  **3. Theory of Music** | |
| **Prepared Graduates:**   * Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form | |
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| **Grade Level Expectation: 1st Grade** | |
| **Concepts and skills students master:** | |
| * Comprehension of gradual changes in dynamics and tempo * Comprehension of basic vocal and instrumental tone colors | |
| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**   1. Use vocabulary for getting louder/softer and getting faster/slower (3.1.a) 2. Identify and demonstrate singing, speaking, whispering, and shouting voices (3.3.b) | **Inquiry Questions:**   1. What makes music interesting to listen to? 2. Why are there changes in tempo and dynamics in music? 3. Why do others have different music preferences? 4. How is music used in community events and celebrations? 5. How does music make you feel different? |
| **Relevance and Application:**   1. Explaining the difference between making music louder or softer with a volume controller versus how music is performed provides the understanding that dynamics changes involve changes in intensity and character, not just a change in decibels. 2. Using video and audio clips to identify the louder and softer parts of music illustrates the large variety of ways these elements are used in music. 3. Technology and mass media provide global examples of families of instruments and varying vocal and instrumental tone colors. 4. Musicians and composers rely on varying tone colors to provide rich, layered effects for the listener. 5. Similarities and differences can be identified between the use of color in visual arts and tone color and texture in music. |
| **Nature of Music:**   1. The application of expressive elements enhances musical performance. 2. Unique tone qualities are found in varying styles and genres of music. |
| **Essential Vocabulary** | |
| * faster/slower, louder/softer, shouting, singing, speaking, tone color, whispering | |
| **Assessments** | |
| * TBD | |
| **Instructional Resources** | |
| * Spotlight on Music teacher manual; Grade level CDs | |