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| Unit/Topic Title: **Theory of Music, Standard 3** | Trimester/Semester: **2** |
| Estimated Time (When): **Trimester 2** *(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 * Aurally identify simple components of musical form * Comprehension of basic vocal and instrumental tone colors * Comprehension of basic rhythmic and melodic patterns | |
| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**   1. Demonstrate getting louder/softer and getting faster/slower using movement, voice, and instruments (3.1.b) 2. Aurally and visually identify AB form (3.2.c) 3. Visually identify staff and repeat signs (3.2.d) 4. Identify pitched and non-pitched classroom instruments using sight and sound (3.3.a) 5. Demonstrate steady beat, strong/weak beat, difference between beat, and rhythm (3.4.a) 6. Identify and notate using **,** , (3.4.c) 7. Discriminate between same/different rhythmic and melodic patterns (3.4.d) | **Inquiry Questions:**   1. What makes music interesting to listen to? 2. Why are there changes in tempo and dynamics in music? 3. How will being able to identify notational elements help in music-making? 4. How are musical phrases and sentences similar or different? 5. Why is using a repeat important when you can just copy the same section out? 6. Why do instruments sound different? 7. Why do others have different music preferences? 8. Why is it important to keep a steady beat? 9. How will identifying notes and rests help me in performing music? 10. How will echoing different pitches help in understanding a song? |
| **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. Various musical styles (American folk music, marches, lullabies, holidays) use an AB pattern and/or introduction or phrases. 4. Describing other disciplines that could have an AB patterns provides a connection to what a pattern is, how it in constructed, and where it can be found. 5. Technology and mass media provide global examples of families of instruments and varying vocal and instrumental tone colors. 6. Musicians and composers rely on varying tone colors to provide rich, layered effects for the listener. 7. Similarities and differences can be identified between the use of color in visual arts and tone color and texture in music. 8. The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (mathematics, history, visual art and design, architecture, science). 9. Musical themes, patterns, and textures can be compared to the use of these elements in stories, songs, and other art forms. 10. Mathematical counting equivalents can be applied to quarter notes, eighth notes, and quarter rests. |
| **Nature of Music:**   1. The application of expressive elements enhances musical performance. 2. Most musical compositions have a specific structure. 3. Unique tone qualities are found in varying styles and genres of music. 4. Music notation is a visual representation of organized sound and silence. 5. Patterns occur in music and in the world. |
| **Essential Vocabulary** | |
| * Form (AB), pitched/non-pitched instruments, repeat sign, strong/weak beat. Rhythm, quarter note, quarter rest, eighth notes, same/different, short/long | |
| **Assessments** | |
| * TBD | |
| **Instructional Resources** | |
| * Spotlight on Music, Grade 1, teachers’ manual; Grade level CD | |