|  |  |
| --- | --- |
| Unit/Topic Title: **Expression of Music; Standard 1** | Trimester/Semester: **2** |
| Estimated Time (When): **Trimester 2** |

|  |
| --- |
| **Standard(s)**1. Expression of Music |
| **Prepared Graduates:*** Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
* Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
* Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles
* Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
* Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles
 |
|  |
| **Grade Level Expectation: 2nd Grade/High School** |
| **Concepts and skills students master:** |
| 1. Expressively performs simple songs in small groups or independently
2. Perform simple rhythmic, melodic, and harmonic patterns
 |
|  |
| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:*** Follow conductor’s cues demonstrating dynamic changes, tempo changes, and fermata 1.b.
 | **Inquiry Questions:** * What is a good singing voice?
* How does music make you feel different?
* Why do performing groups have conductors?
 |
| **Relevance and Application:*** Counting songs, spelling songs, celebration songs, holiday songs, and patriotic songs can be used to deliver content knowledge in musical ways.
* Singing songs focused on phonemic awareness and using cross body movements aids in reading and writing skill.
* Music software and audio devices can be used to demonstrate dynamic changes, tempo changes, and fermatas.
* Learning to sing along productively with others demonstrates teamwork.
 |
| **Nature of the Discipline (Mathematics, Science, etc.):*** Musicality is the ability to perform and respond to music in meaningful ways.
 |
| **Essential Vocabulary** |
| * Accelerando, fermata, rehearsing, ritardando
 |
|

|  |
| --- |
| **Assessments** |
| * TBD
 |
| **Instructional Resources** |
| * Spotlight on Music, Grade 2, teacher’s book; CD
 |

 |