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| Unit/Topic Title: **Theory of Music; Standard 3** | Trimester/Semester: **1** |
| Estimated Time (When): **Trimester 1** |

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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
* Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples
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| **Grade Level Expectation: 2nd Grade** |
| **Concepts and skills students master:** |
| 1. Comprehension and use of appropriate music vocabulary for dynamics, tempo, meter and articulation
2. Comprehend beginning notational elements and form in music
3. Comprehension of vocal and instrumental tone colors
4. Comprehension of beginning melodic and rhythmic patterns
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| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:*** Identify notated examples of bar lines, double bar lines, and measures 2.b
* Identify vocal sound groupings (high voices, low voices) 3.a
 | **Inquiry Questions:** 1. What makes music interesting to listen to?
2. Why are there changes in tempo and dynamics in music?
3. What makes a composition interesting?
4. How will being able to identify notational elements help in music?
5. How do patterns in math help with patterns in music?
6. How do bar lines in music compare to punctuation in writing?
7. Why do voices and instruments sound different?
8. Why do others have different music preferences?
9. How is music used in community events and celebrations?
10. How will knowing notes and rests help me in performing music?
11. How will echoing melodic patterns help me understand a song?
12. How is the step/skip/repeat skill a math problem?
13. How is a pentatonic scale like counting by 5s?
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| **Relevance and Application:**1. Music from various cultures use changes in piano/forte, crescendo/decrescendo, and smooth/connected to convey a message.
2. Music from various historical periods, genres, and styles use examples of piano/forte, crescendo/decrescendo, and smooth/connected.
3. Music from various mass media use changes in piano/forte, crescendo/decrescendo, and smooth/connected to convey a desired message. (Relaxation is identified with a soft, smooth musical line; excitement is identified with a loud, accented musical line.)
4. Various musical styles (American folk music, marches, lullabies, holidays) use verse and refrain.
5. Examples of the ABA and verse and refrain patterns can be found in other disciplines (visual art and design, dance, theatre, poetry).
6. Identification of the differences and similarities between the alphabet and the musical alphabet provides insight to the understanding that music notation is a distinct language.
7. Recognizing how the vibration of strings, drum heads, or air columns generates sounds provides insight to how sounds in the world are made.
8. Video clip examples of how tone color is associated with characters in movies, cartoons, etc., help to illustrate what is meant by tone color.
9. Electronic keyboards contain features that isolate differences in timbres and timbral groupings to provide examples of each for the listener.
10. 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).
11. Musical themes/patterns/textures can be compared to the use of these elements in stories, songs, and other art forms.
12. Mathematical counting equivalents can be applied to half notes, half rests, whole notes, and whole rests.
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| **Nature of the Discipline (Mathematics, Science, etc.):**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.
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| **Essential Vocabulary** |
| * Barline, double barline, measure(s), note, treble clef or G-clef, staff
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| **Assessments** |
| * TBD
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| **Instructional Resources** |
| * Spotlight on Music, Grade 2, teacher’s book; CD
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