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

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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 * 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 * 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 * 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 | |
| **Grade Level Expectation: 3rd Grade**  **Concepts and skills students master:** | |
| 1. Perform from memory and use simple traditional notation Perform simple rhythmic, melodic, and harmonic patterns 2. Perform extended rhythmic, melodic, and harmonic patterns | | |
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| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**   * Use correct vocal and instrumental techniques when singing and playing instruments 1.a. * Perform expressively for peers in a large or small group setting 1.c. * Play and sing simple notated melodies 1.d. * Perform a steady beat while contrasting rhythms are being played 2.c. | **Inquiry Questions:**   1. Why is it important for ensembles to work as a team? 2. Why is it important to understand conducting patterns? 3. How does identifying patterns help with memorization? 4. How are beat and rhythm different? 5. Why is repetition and/or pattern important in music? |
| **Relevance and Application:**   1. Following a conductor’s beat leads to a synthesis of visual and auditory stimuli. 2. Understanding the physiological aspects of correct posture, breathing, and technique leads to an understanding of the biological aspects of good music production. 3. Music software can be used to assist in memorization. 4. Performance skill can be isolated and adjusted using audio and/or video devices to record, compare, and/or evaluate the result of different techniques. 5. Recognizing that patterns occur in music as in other parts of life builds the ability to find connections in the world. 6. Identifying patterns in music from various cultures, historical periods, genres, and styles enables listeners to find similarities and differences in each. 7. Music software companies develop programs and electronic keyboards that allow a solo, novice performer to create more complex rhythmic and harmonic musical phrases and compositions. |
| **Nature of the Discipline (Mathematics, Science, etc.):**   1. Basic music reading skills are necessary to become a literate musician. 2. Musicality is the ability to perform and respond to music in meaningful ways. |
| |  | | --- | | **Essential Vocabulary** | | * Beat, contrast (same/different), melody, rhythm, unison | | |  | | --- | | **Assessments** | | * TBD | | **Instructional Resources** | | * Spotlight on Music, Grade 3, teacher’s book; CD | | | |