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

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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 * 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 | |
| **Grade Level Expectation: 4th Grade**  **Concepts and skills students master:** | |
| 1. Perform using accurate production techniques 2. Perform a variety of rhythmic, melodic, and harmonic patterns 3. Perform extended melodies from the treble staff using traditional notation | | |
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| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**  **No evidence outcomes for this standard for this trimester** | **Inquiry Questions:**   1. How does performance in an ensemble encourage teamwork? 2. How does correct posture, breathing, and diction affect a performance? 3. Why is it important for the performer to watch the conductor? 4. How do changes in rhythm change a message in music? 5. How do accompaniments affect music? 6. What knowledge is needed to read and perform music? 7. How is music like a language that helps people communicate? |
| **Relevance and Application:**   1. Concepts in mathematics, reading, and other contents can be taught through simple musical compositions. 2. Understanding similarities and differences between music prevalent in Colorado and other regions of the United States gives insight to Colorado history. 3. Demonstration of responsible personal and social behaviors in musical settings can be used to assess a fundamental understanding of societal norms in performance. 4. Patterns in rhythm changes can be related to fractions in mathematics. 5. Music from various cultures, historical periods, genres, and styles vary in their use of melodic and rhythmic patterns. 6. Mass media uses melodic and rhythmic patterns to make music memorable to serve purposes such as selling a product (jingles); create easy auditory recall (theme songs for commercials, news casts, sitcoms, and film); and deliver a message (musical montage of patriotism). 7. Music software, electronic keyboards, and audio devices can be used to play accompaniments, ostinati, and a variety of rhythmic and melodic patterns. 8. Math songs, works songs, celebration songs, holiday songs, and patriotic songs can be used to teach a wide variety of content knowledge for easy recall of facts, sequence, and process. 9. Music software and audio devices can be used to isolate particular measures in songs to highlight unique qualities in pitch, rhythm, and expressive qualities. |
| **Nature of the Discipline (Mathematics, Science, etc.):**   1. Musicality is the ability to perform and respond to music in meaningful ways. 2. Musicianship is built upon pattern recognition. 3. Musical compositions often demonstrate the main idea of a message through the melody. |
| **Essential Vocabulary** | |
| * N/A | |
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