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| Unit/Topic Title: **Expression of Music** | 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](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=5&glid=0&pgcid=57) * [Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=5&glid=0&pgcid=58) * [Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=5&glid=0&pgcid=59) | |
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| **Grade Level Expectation: First Grade** | |
| **Concepts and skills students master:** | |
| * Perform independently * Respond to music with movement | |
| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**   * Move to music, demonstrating awareness of beat, tempo, dynamics, and melodic direction, reflecting changes in mood or form 2.a | **Inquiry Questions:**   * What is the difference between speaking and singing? * How does performing songs help you learn? * How does different music change the way you feel? * How does music help to express the music you hear? * Is silence a part of music? |
| **Relevance and Application:**   * Using music together with dance, theatre, and the visual arts aids in early reading skills such as storytelling and sequencing skills. * Music software and audio and/or video devices can be used to demonstrate speaking and singing voices, simple songs, and patterns. * Electronic keyboards can be used to echo and perform simple melodic and rhythmic patterns. * Using developmentally appropriate movements to express music demonstrates ability to follow musical elements. * Using movement to respond to music aids in long-term memory development. * Gross motor skills are refined when responding to music through movement. * Audio devices can be used to demonstrate varying types of music and the use of rests within simple songs. |
| **Nature of the Discipline (Mathematics, Science, etc.):**   * Musicality is the ability to perform and respond to music in meaningful ways. * Expressing music through movement and dance is an important part of all cultures. |
| **Essential Vocabulary** | |
| * same/different | |
| **Assessments** | |
| * TBD | |
| **Instructional Resources** | |
| * Spotlight on Music Teacher manual; grade level CDs | |