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| Unit/Topic Title: **Creation of Music** | Trimester/Semester: **3** |
| Estimated Time (When): **Trimester 3** | |

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| **Standard(s)**  2. Creation of Music | |
| **Prepared Graduates:**   * [Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=5&glid=0&pgcid=61) * [Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=5&glid=0&pgcid=62) | |
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| **Grade Level Expectation: First Grade** | |
| **Concepts and skills students master:** | |
| * Create music through a variety of experiences * Identify simple musical patterns | |
| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**   * Improvise sound effects and simple songs to stories or poems 1.a | **Inquiry Questions:**   * Why do some melodies sound better than others? * How does movement demonstrate what people hear? * How does music tell a story? * Why is it important to use symbols to identify what is heard? * Where else can you find patterns? * Why are patterns important in music? |
| **Relevance and Application:**   * Using software and other technology to demonstrate musical opposites of loud/soft, fast/slow, high/low, sound/silence, and beat/no beat provides an opportunity to give a multitude of global, musical examples. * Using developmentally appropriate movement when responding to musical opposites aids in assessing understanding of opposites in language. * Explaining where opposites can be found in other disciplines (reading, mathematic symbols +/-, visual art) provides an opportunity for transfer of knowledge, building long-term memory. * Explaining why certain sounds can be matched with certain characters (loud and low = Papa Bear, soft and high = Baby Bear) gives a multisensory opportunity to experience literature or drama. * Using simple software and other technology tools to create sounds provides a diverse array of auditory examples of sounds heard in society. * The ability to identify repeated patterns in simple songs provides a developmentally appropriate foundation to understanding patterns in society. |
| **Nature of the Discipline (Mathematics, Science, etc.):**   * Music tells a story. * Music has many patterns. |
| **Essential Vocabulary** | |
| * poem, rhyme, song | |
| **Assessments** | |
| * TBD | |
| **Instructional Resources** | |
| * Spotlight on Music Teacher manual; grade level CDs | |