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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
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| **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?
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| **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.
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| **Nature of the Discipline (Mathematics, Science, etc.):*** Music tells a story.
* Music has many patterns.
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| **Essential Vocabulary** |
| * poem, rhyme, song
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| **Assessments** |
| * TBD
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| **Instructional Resources** |
| * Spotlight on Music Teacher manual; grade level CDs
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