

Lower Township School District
Cape May, New Jersey

Music

Instructional Units



MUSIC INSTRUCTIONAL UNITS TASK FORCE MEMBERS

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Unit 2

Dynamic: Exploring the Elements of Music

Unit Overview	
Content Area: Performing Arts/Music	
Unit Title: Exploring the Elements of Music	Unit: Dynamic
Target Course/Grade Level: Kindergarten	Timeline: ongoing
Unit Summary: Students will understand the importance of dynamic expression within a composition. They will recognize dynamic shifts within a piece. They will execute different dynamic levels within their own performance.	
Learning Targets	
Standards	
1.1	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
1.3	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art, dance, music, theatre, and visual art.
1.4	Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
9.1	21st Century Life & career Skill: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> • Ear training and listening skill are prerequisites for musical literacy • The elements of music are foundational to basic literacy • Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm • The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo. • Contextual clues are embedded in works of art and provide insight into artistic intent • The nature of the 21st century workplace has shifted, demanding greater individual accountability, productivity, and collaboration 	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom and extra-curricular activities.
Unit Essential Questions	Unit Understandings
<ul style="list-style-type: none"> • How do dynamics affect music? • Does <u>changing</u> the dynamics affect the music? • Are dynamics important in the creation of music? • How does a performer create dynamics? 	<ul style="list-style-type: none"> • Loud/Soft/Medium • Louder/ Softer • Getting Louder/Getting Softer

Unit Learning Targets (Outcomes) – <i>Students will ...</i>
<ul style="list-style-type: none"> ♦ Identify dynamic changes within compositions ♦ Use dynamic diversity throughout their repertoire ♦ Recognize the importance of using dynamic expression
Integration of Technology: Computer web-based programs
Technology Resources: www.sfskids.org , www.youtube.com
Opportunities for Differentiation: Give instructions using a variety of modalities, offer independent music activities.
Teacher Notes:

Primary interdisciplinary connections: Language Arts, Phys Ed
21st century themes: <ol style="list-style-type: none"> 1. Learning and Innovation Skills 2. Creativity and Innovation 3. Critical Thinking and Problem Solving

Evidence of Learning
Summative Assessment
The students will be able to recognize dynamic change within a composition. The students will use different dynamic levels in their performances.
Equipment needed: <ul style="list-style-type: none"> ♦ Textbooks ♦ Flashcards ♦ Recordings ♦ Instruments ♦ Manipulatives (i.e. scarves, rhythm sticks, etc.) ♦ Websites: www.sfskids.org, www.youtube.com, etc. ♦ Music K-8, Music Express, etc. ♦ Songs: John Jacob Jingle-Heimer Schmidt, Boom Chicka Boom, Grizzly Bear, Old Gray Cat, Surprise Symphony, Engine Engine #9, etc.
Teacher Instructional Resources:

Formative Assessments	
<ul style="list-style-type: none"> ♦ Teacher Observation ♦ Class Critique ♦ Class Participation 	<ul style="list-style-type: none"> ♦ Group/ Individual oral assessment ♦ Self-Assessment

Unit 2

Rhythm / Meter

Unit Overview	
Content Area: Performing Arts/Music	
Unit Title: Exploring the Elements of Music	Unit: Rhythm/Meter
Target Course/Grade Level: Kindergarten	Timeline: ongoing
Unit Summary: The students will learn to create and perform music with steady beat fluidity. The students will create and perform music using rhythm notation.	
Learning Targets	
Standards	
1.1	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
1.3	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art, dance, music, theatre, and visual art.
1.4	Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
9.1	21st Century Life & career Skill: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> • Ear training and listening skill are prerequisites for musical literacy. • The elements of music are foundational to basic music literacy. • Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm. • The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance. • The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo. • Improvisation is a foundational skill for music composition. • Contextual clues are embedded in works of art and provide insight into artistic intent. • Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving. 	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos , and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

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1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.		
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.		
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.		
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ How do we experience rhythm in music? ♦ How do we experience rhythm in our daily lives? ♦ How does meter affect music? </td> <td style="width: 50%; vertical-align: top;"> <p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ Duple/Triple ♦ Introduction to note values: Quarter Note, Eighth Note, Quarter Rest, Half Note, Whole Note ♦ Steady Beat ♦ Improvisation </td> </tr> </table>		<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ How do we experience rhythm in music? ♦ How do we experience rhythm in our daily lives? ♦ How does meter affect music? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ Duple/Triple ♦ Introduction to note values: Quarter Note, Eighth Note, Quarter Rest, Half Note, Whole Note ♦ Steady Beat ♦ Improvisation
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Unit Learning Targets (Outcomes) –			
<i>Students will ...</i>			
<ul style="list-style-type: none"> ♦ Maintain steady beat movement ♦ Learn rhythm through music notation ♦ Will perform steady rhythm on a wide variety of instruments 			
Integration of Technology: YouTube, Ipad			
Technology Resources: www.sfskids.org , www.youtube.com ,			
Opportunities for Differentiation: Give instructions using a variety of modalities, offer independent music activities.			
Teacher Notes:			
Primary interdisciplinary connections: Language Arts, Art, Phys Ed			
21st century themes:			
<ol style="list-style-type: none"> 1. Learning and Innovation Skills 2. Creativity and Innovation 3. Critical Thinking and Problem Solving 			

Evidence of Learning

Summative Assessment	
The students will learn to create and perform music with steady beat fluidity. The students will create and perform music using rhythm notation.	
<u>Equipment needed:</u>	
<ul style="list-style-type: none"> ♦ Textbooks ♦ Flashcards ♦ Recordings ♦ Instruments ♦ Manipulatives (i.e. Balls, rhythm sticks, popsicle sticks, bean bags, etc.) ♦ Websites: www.sfskids.org, www.youtube.com ♦ Music K-8, Music Express, etc. ♦ Songs: Loose Tooth, Hamburger Rhythms, Recycle Rap, Button Factory, Whether the Weather, Double Double This This, EleTelePhony (Laura Elizabeth Richards), Boom Chicka Boom, etc. 	

Formative Assessments	
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<ul style="list-style-type: none"> ♦ Teacher Observation ♦ Class Critique ♦ Class Participation 	<ul style="list-style-type: none"> ♦ Group/ Individual oral assessment ♦ Self-Assessment
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ACTIVITIES	MATERIALS
♦ Locomotor and Non-locomotor movement to steady beat (i.e. marching,	

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tapping, swaying, etc.)	
♦ Body percussion (clapping, patting, snapping, etc.)	
♦ Listening activities to recognize steady vs. non steady beat	
♦ Use of classroom percussion	rhythm sticks, boomwhackers, drums, Orff instruments, etc.)
♦ Creating/improvise rhythms at different tempos	
♦ Perform and improvise rhythms in duple and triple meter	
♦ Use movement to show rhythms	
♦ Recognize and demonstrate the difference between strong/weak beats	

Unit 3

Tempo

Unit Overview	
Content Area: Performing Arts/Music	
Unit Title: Exploring the Elements of Music	Unit: Tempo
Target Course/Grade Level: Kindergarten	Timeline: ongoing
Unit Summary: Students will understand the importance of tempo markings within a composition. They will recognize possible tempo changes within a piece. They will implement a vast variety of tempo markings within their own performances.	
Learning Targets	
Standards	
1.1	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
1.3	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art, dance, music, theatre, and visual art.
1.4	Aesthetic Reponses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
9.1	21st Century Life & career Skill: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> ♦ Ear training and listening skill are prerequisites for musical literacy ♦ The elements of music are foundational to basic literacy ♦ Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm ♦ The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance. ♦ The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo. ♦ Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. ♦ Contextual clues are embedded in works of art and provide insight into artistic intent. ♦ The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. ♦ Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving. 	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

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1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.		
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.		
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.		
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Unit Essential Questions <ul style="list-style-type: none"> ♦ How does tempo affect music? ♦ Does changing the tempo affect the music? ♦ Is tempo important in the creation of music? </td> <td style="width: 50%; vertical-align: top;"> Unit Understandings <ul style="list-style-type: none"> ♦ Faster/Slower ♦ Getting Faster/Getting Slower </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> ♦ How does tempo affect music? ♦ Does changing the tempo affect the music? ♦ Is tempo important in the creation of music? 	Unit Understandings <ul style="list-style-type: none"> ♦ Faster/Slower ♦ Getting Faster/Getting Slower
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Unit Learning Targets (Outcomes) –			
<i>Students will ...</i>			
<ul style="list-style-type: none"> ♦ Identify tempo changes within compositions ♦ Use a variety of tempo markings throughout their repertoire ♦ Recognize the importance and affect tempo can portray in musical expression 			
Integration of Technology: Youtube, Ipad			
Technology Resources: www.sfskids.org , www.youtube.com			
Opportunities for Differentiation: Give instructions using a variety of modalities, offer independent music activities.			
Teacher Notes:			
Primary interdisciplinary connections: Language Arts, Art, Phys Ed			
21st century themes:			
<ol style="list-style-type: none"> 1. Learning and Innovation Skills 2. Creativity and Innovation 3. Critical Thinking and Problem Solving 			

Evidence of Learning

Summative Assessment
The students will be able to recognize tempo change within a composition. The students will perform pieces using a variety of tempo markings.
Equipment needed: <ul style="list-style-type: none"> ♦ Textbooks ♦ Flashcards ♦ Recordings ♦ Instruments ♦ Manipulatives (i.e. Balls, rhythm sticks, etc.) ♦ Music K-8, Music Express, etc. ♦ Songs: Hall of the Mountain King, Race You Down the Mountain, Engine Engine #9, Merry Go Round, Chicken Dance, Hokey Pokey, Pull My Ears, Head Shoulders Knees and Toes, Che Che Koolay, etc.

Formative Assessments	
<ul style="list-style-type: none"> ♦ Teacher Observation ♦ Class Critique ♦ Class Participation 	<ul style="list-style-type: none"> ♦ Group/ Individual oral assessment ♦ Self-Assessment

<u>ACTIVITIES</u>	<u>MATERIALS</u>
<ul style="list-style-type: none"> ♦ Locomotor and non-locomotor movement to steady beat (i.e. marching, tapping, swaying, etc) 	

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<ul style="list-style-type: none">♦ Body percussion (clapping, patting, snapping, etc.)♦ Listening activities to recognize steady vs. non steady beat	
<ul style="list-style-type: none">♦ Use of classroom percussion	<ul style="list-style-type: none">♦ rhythm sticks, boomwhackers, drums, Orff instruments, etc.
<ul style="list-style-type: none">♦ Performing a song at different tempos to compare how it changes♦ Create/improvise rhythms at different tempos	

Unit 4

Tone Color / Pitch

Unit Overview	
Content Area: Performing Arts/ Music	
Unit Title: Exploring the Elements of Music	Unit: Tone Color/Pitch
Target Course/Grade Level: Kindergarten	Timeline: ongoing
Unit Summary: The musicians will learn how tone and pitch is produced. The students will understand the difference in tone and pitch quality. They will differentiate tone and pitch production using a variety of music materials.	
Learning Targets	
Standards	
1.1	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
1.3	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art, dance, music, theatre, and visual art.
1.4	Aesthetic Reponses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> ♦ Ear training and listening skill are prerequisites for musical literacy ♦ The elements of music are foundational to basic literacy ♦ Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm ♦ The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo. ♦ Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound. ♦ Voice and movement have broad ranges of expressive potential. ♦ Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. ♦ Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. ♦ The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. ♦ Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving. 	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

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1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.		
1.3.2.C.3	Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.		
1.4.2.A.1	Identify aesthetic qualities of <u>exemplary works</u> of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).		
1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).		
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).		
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.		
9.1.4.A.2	Evaluate available resources that can assist in solving problems		
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ How is pitch produced? ♦ How does tone color affect music? ♦ Is tone color important in the creation of music? </td> <td style="width: 50%; vertical-align: top;"> <p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ Tone Quality: Man, Woman, Child ♦ Instrument Families ♦ Singing, Speaking, Shouting, Whispering, ♦ Introducing the science of sound production </td> </tr> </table>		<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ How is pitch produced? ♦ How does tone color affect music? ♦ Is tone color important in the creation of music? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ Tone Quality: Man, Woman, Child ♦ Instrument Families ♦ Singing, Speaking, Shouting, Whispering, ♦ Introducing the science of sound production
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Unit Learning Targets (Outcomes) –			
<i>Students will ...</i>			
<ul style="list-style-type: none"> ♦ Understand tone quality ♦ Understand the concept of pitch ♦ They will produce a plethora of tone qualities using a variety of musical materials 			
Integration of Technology: Youtube, Ipad			
Technology Resources: www.sfskids.org , www.youtube.com			
Opportunities for Differentiation: Give instructions using a variety of modalities, offer independent music activities.			
Teacher Notes:			
Primary interdisciplinary connections:			
<p>21st century themes:</p> <ol style="list-style-type: none"> 1. Learning and Innovation Skills 2. Creativity and Innovation 3. Critical Thinking and Problem Solving 			

Evidence of Learning

Summative Assessment

Students will create a wide range of tone qualities given an assortment of instruments. Students will engage in group discussion and explain the tone quality and pitch direction.

Equipment needed:

- ♦ Textbooks
- ♦ Flashcards
- ♦ Recordings
- ♦ Instruments

Teacher Instructional Resources:

Formative Assessments

- | | |
|--|--|
| <ul style="list-style-type: none"> ♦ Teacher Observation ♦ Class Critique ♦ Class Participation | <ul style="list-style-type: none"> ♦ Group/ Individual oral assessment ♦ Self-Assessment |
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<u>ACTIVITIES</u>	<u>MATERIALS</u>
♦ Explore the relationship between tones in music and dynamics found in nature, found sounds and machine sounds	
♦ Identify various instrumental timbres including non- pitched and pitched percussion strings, woodwinds, brass, and electronic instruments	
♦ Identify vocal timbre or tones of individuals and groups: male, female, child	
♦ Create/improvise using different pitches	
♦ Practice producing head voice sounds in the upper register and sustaining tones	
♦ Manipulate voice to explore different tones	
♦ Use classroom instruments to produce tones in different registers	drums, cymbals, triangle, etc.
♦ Use non-music materials to explore different tones	forks/rubber bands/cup & string/etc
♦ Demonstrate how size and material affects pitch	