

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Elementary Music
Unit 2 Title: Vocal Exploration

Grade Level: Kindergarten
Trimester: 1, 2, 3

Program Understandings:

I. Artistic Foundation: A. Students will understand that there are foundational elements that lead to music literacy.

II. Artistic Process: Students will understand that music is an artistic process that is created, performed, and responded to in meaningful ways.

III Artistic Connection: A. Students will understand that there are meaningful connections between music and other aspects of life.

The overarching goal of this unit is to prepare students for later vocal skills. Be mindful of creating learning experiences that have embedded aspects of upcoming understandings.

Stage 1: Desired Results				
Established Goals/Standards	Transfer			
<p>Focus: I. Artistic Foundation: A. Students will understand that there are foundational elements that lead to music literacy.</p> <p>State Standard: 1.1 Artistic Foundations: Demonstrates knowledge of the foundations of the arts area.</p> <p>Benchmark: 0.1.1.3.1 - Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.</p> <p>State Standard: 1.2 Artistic Foundations: Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Identify the four voice types: speaking, whispering, singing, and shouting/calling. • Demonstrate the four voice types. • Identify high and low sounds. • Use an age-appropriate singing voice while demonstrating high and low sounds. • Actively participate and follow established guidelines for creating, performing, and responding. 			
	Meaning			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">UNDERSTANDINGS</th> <th style="width: 50%; text-align: center;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><i>Student will understand that...</i></p> <ul style="list-style-type: none"> • Musicians use pitch and rhythm, regulated by a pulse, to make music. • Musicians communicate through music. • Musicians perform instrumentally and/or vocally alone and/or in a group. • Music can be described in terms of tempo, dynamics, and pitch. • The human body plays an essential role in producing and expressing music. </td> <td style="vertical-align: top;"> <p><i>Students will keep considering:</i></p> <ul style="list-style-type: none"> • How does sound become music? • How do we play/sing/speak what we read? • How can I make music alone? • How can we make music together? • How can I improve when I play or <u>sing</u>? • How can my voice make music? </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<p><i>Student will understand that...</i></p> <ul style="list-style-type: none"> • Musicians use pitch and rhythm, regulated by a pulse, to make music. • Musicians communicate through music. • Musicians perform instrumentally and/or vocally alone and/or in a group. • Music can be described in terms of tempo, dynamics, and pitch. • The human body plays an essential role in producing and expressing music.
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	Acquisition	
<p>Benchmark: 0.1.2.3.1 - Read and notate music using a system of notation such as solfege, numbers or symbols.</p> <p>Benchmark: 0.1.2.3.2 - Sing and play with accurate pitch, rhythm and expressive intent.</p> <p>II. Artistic Process: Students will understand that music is an artistic process that is created, performed, and responded to in meaningful ways.</p> <p>State Standard: 2.1 Artistic Process: Create or make in a variety of contexts in the arts area using the artistic foundations.</p> <p>Benchmark: 0.2.1.3.1 - Improvise or compose to express musical ideas using the voice and/or instrument.</p> <p>State Standard: 3.1 Artistic Process: Perform or present in a variety of contexts in the arts area using the artistic foundations.</p> <p>Benchmark: 0.3.1.3.1 - Sing and play a varied repertoire that includes simple rhythms and melodies.</p> <p>Benchmark: 0.3.1.3.2 - Reflect on a performance based on the feedback of others.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • They have four different voice types (singing, speaking, whispering, shouting/calling). • Musicians use high and low sounds to make music. <p><i>Essential Vocabulary:</i></p> <ul style="list-style-type: none"> • Speaking voice • Singing voice • Whispering voice • Shouting/Calling voice • Pitch • High/Low • Echo/Copy 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Demonstrating each of the four different voice types (singing, speaking, whispering, shouting/calling). • Echoing a variety of musical sounds/songs. • Singing with a light head voice or “cloud voice” • Singing a variety of age-appropriate repertoire.