

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Elementary Music

Grade Level: Kindergarten

Unit 3 Title: Comparatives (fast/slow, loud/soft, high/low*)

*High/low does NOT refer to the minor 3rd interval. It is the broader concept of high and low sounds.

Trimester: 1, 2, 3

Program Understandings:

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

I. Artistic Foundation: B. Students will understand that music is a form of communication.

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

Stage 1: Desired Results

Established Goals/Standards	Transfer				
<p>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>Benchmark: 0.1.2.3.1 - Read and notate music using a system of notation such as solfege, numbers or symbols.</p>	<p>Transfer</p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Aurally identify comparatives (fast/slow, loud/soft, high/low). • Keep the steady beat at fast and slow tempi. • Perform a variety of repertoire using loud and soft dynamics. • Use age-appropriate voices to make a variety of high and low sounds/pitches. • Actively participate and follow established guidelines for creating, performing, and responding. • Generate, accept, reflect upon, and use feedback. 				
	<p>Meaning</p> <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. • Music can be described in terms of tempo, dynamics, and pitch. • Musicians communicate through music. • Musicians perform instrumentally and/or vocally alone and/or in a group. • The human body plays an essential role in producing and expressing music. • Music, like other disciplines, uses patterns. </td> <td style="vertical-align: top;"> <p><i>Students will keep considering:</i></p> <ul style="list-style-type: none"> • How do I describe music? • How does music make you feel? • What story does the music tell? • How do we make music together? • How do I make music alone? • How can my body make music? • How do we use patterns in 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. • Music can be described in terms of tempo, dynamics, and pitch. • Musicians communicate through music. • Musicians perform instrumentally and/or vocally alone and/or in a group. • The human body plays an essential role in producing and expressing music. • Music, like other disciplines, uses patterns.
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<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>State Standard: 4.1 Artistic Process: Respond to or critique a variety of creations or performances using the artistic foundations.</p> <p>Benchmark: 0.4.1.3.1- Compare and contrast the characteristics of a variety of musical works or performances.</p>	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • There are opposites in music. • Music can be fast and/or slow. • Music can be loud and/or soft. • Music can have high and/or low sounds/pitches. <p><i>Essential Vocabulary:</i></p> <ul style="list-style-type: none"> • Opposite • Tempo • Fast • Slow • Dynamics • Loud (<i>Forte</i>) • Soft (<i>Piano</i>) • Pitch • High • Low 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Aurally identifying musical opposites (fast/slow, loud/soft, high/low). • Keeping the steady beat and performing repertoire at fast and slow tempi. • Performing a variety of repertoire using loud and soft dynamics. • Using age-appropriate voices to make a variety of high and low sounds/pitches.