

# Anoka Hennepin K-12 Curriculum Unit Plan

Department: Music-Elementary

Course/Grade Level: 2

Unit Title: Unit 1 Pitch – La-Sol-Mi

Number of Lessons/Days: Trimester 1

**Unit Summary:** This is a unit in which students will learn a new pitch labeled La. Through singing, reading, notating, creating, improvising, playing, moving, and listening, students will become familiar with the pitch La. This will be accomplished using the instructional format prepare, present, practice, and assess. Students will also develop their ability to respond to music in a variety of ways. Formative and summative assessments (peer review, peer performance, and performance for the teacher) will assess the student's understanding of the utilization of La-Sol-Mi.

## DESIRED RESULTS (STAGE 1)

### Program Understanding and/or Minnesota State/Local/Core Standards and Technology Standard(s) addressed:

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

**State Standard: 1.1 Artistic Foundations:** Demonstrates knowledge of the foundations of the arts area.

Benchmark: 0.1.1.3.1 - Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.

**State Standard: 1.2 Artistic Foundations:** Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.

Benchmark: 0.1.2.3.1 - Read and notate music using a system of notation such as solfege, numbers or symbols.

Benchmark: 0.1.2.3.2 - Sing and play with accurate pitch, rhythm and expressive intent.

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

**State Standard: 2.1 Artistic Process:** Create or make in a variety of contexts in the arts area using the artistic foundations.

Benchmark: 0.2.1.3.1 - Improvise or compose to express musical ideas using the voice and/or instrument.

Benchmark: 0.2.1.3.2 - Revise a creation based on the feedback of others.

**State Standard: 3.1 Artistic Process:** Perform or present in a variety of contexts in the arts area using the artistic foundations.

Benchmark: 0.3.1.3.1 - Sing and play a varied repertoire that includes simple rhythms and melodies.

Benchmark: 0.3.1.3.2 - Reflect on a performance based on the feedback of others.

**State Standard: 4.1 Artistic Process:** Respond to or critique a variety of creations or performances using the artistic foundations.

Benchmark: 0.4.1.3.1- Compare and contrast the characteristics of a variety of musical works or performances.

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

**State Standard: 1.3 Artistic Foundations:** Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts area.

Overarching Understanding(s) from Curriculum Map/Course

Essential Question(s) from Curriculum Map/Course Essential Questions:

<p><b>Understandings:</b></p> <p><i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>• Musicians use pitch and rhythm, regulated by a pulse, to make music. (Pitch: La –Sol - Mi/ Rhythm: ♪ ♪♪ ⁂ ♪_♪)</li> <li>• Effective composers use a process (imitation, improvisation, and notation) in order to create music that can be experienced by others.</li> <li>• Musicians perform instrumentally and/or vocally alone and/or in a group upon which practice affects quality.</li> <li>• Music can be analyzed in terms of tempo, dynamics, melody, rhythm, tone color, texture, and form.</li> <li>• The human body plays an essential role in producing and expressing music.</li> <li>• Music, like other disciplines, utilizes patterns and symbolic representation.</li> </ul> <p><b>Topical Understanding(s) Specific to Unit:</b></p> <p><i>To understand, student will need to consider such questions as...</i></p> <ul style="list-style-type: none"> <li>• Musicians add La to Sol and Mi pitches to organize sound.</li> <li>• A process is used to create music that can be experienced by others.</li> <li>• The human body expresses music through movement.</li> <li>• Music, Math, and Reading communicate through notational representations.</li> <li>• Music can be reflected upon in a variety of ways.</li> </ul>	<p><i>To understand, student will need to consider such questions as...</i></p> <ul style="list-style-type: none"> <li>• How do we write what we hear?</li> <li>• How do we play/sing/speak what we read?</li> <li>• What story does the music tell?</li> <li>• What is the process for composing music?</li> <li>• How can I make music alone?</li> <li>• How can we make music together?</li> <li>• How can I improve when I play or sing?</li> <li>• How can we describe music?</li> <li>• How can my body make music?</li> <li>• How do I notate music?</li> </ul> <p><b>Topical Essential Questions for Unit:</b></p> <p><i>To understand, student will need to consider such questions as...</i></p> <ul style="list-style-type: none"> <li>• How can I sing and/or play melodies containing La-Sol-Mi?</li> <li>• How can I create and improvise melodies containing La-Sol-Mi?</li> <li>• How can the music of other cultures influence what I create?</li> <li>• How will the music I hear affect my self-expression through movement?</li> <li>• How will my self-reflection and the feedback of others affect my music?</li> </ul>
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<i>To understand, student will need to...</i>	
<b>know...</b> Student will need to know the following in order to...(e.g. facts, concepts, generalizations, rules, theories, principles)	<b>be able to...</b> (Students will be able to DO...skills, procedures, processes)
<ul style="list-style-type: none"> <li>• La, Sol and Mi pitches are used in music.</li> <li>• Pitch can be labeled La, Sol and/or Mi.</li> <li>• La, Sol and Mi can be represented using notation.</li> <li>• La is higher than Sol and Mi.</li> <li>• Solfège and rhythmic syllables use a language of their own.</li> <li>• Musicians perform alone or in a group and revise their performance.</li> <li>• Music contains tempo and dynamics.</li> <li>• The human body uses levels to communicate expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing La-Sol-Mi intervals with accurate pitch utilizing a variety of song materials.</li> <li>• Notate/Name La-Sol-Mi pitches in a variety of ways including traditional symbols.</li> <li>• Read/Name La-Sol-Mi pitches in combination with/without rhythmic patterns.</li> <li>• Compose melodic ideas using the pitches La-Sol-Mi.</li> <li>• Revise melodic ideas based on self-reflection and the feedback from</li> </ul>

<ul style="list-style-type: none"> <li>• Music, Math, and Reading use symbols (i.e. staff is a graph).</li> </ul> <p>Essential new vocabulary:</p> <ul style="list-style-type: none"> <li>• La</li> <li>• Du-u</li> <li>• Notation Symbols</li> <li>• Ties</li> <li>• Steps/Skips</li> <li>• Repeat</li> <li>• Self-expression</li> <li>• Self-reflection</li> </ul> <p>Compositional Strategies:</p> <ul style="list-style-type: none"> <li>• Copy</li> <li>• Back and Forth</li> <li>• Mostly High</li> <li>• Mostly Low</li> <li>• Opposite</li> <li>• Straight Line (stepwise)</li> </ul> <p>Common misunderstanding(s):</p> <ul style="list-style-type: none"> <li>• La is lower than Sol.</li> <li>• La is much higher than Sol.</li> <li>• Every interval is the same distance apart.</li> <li>• All notes are printed on lines.</li> <li>• All notes are printed in spaces.</li> <li>• Stem placement is irrelevant.</li> </ul>	<p>others.</p> <ul style="list-style-type: none"> <li>• Improvise vocally and instrumentally utilizing La-Sol-Mi.</li> <li>• Play La-Sol-Mi melodies and ostinatos on a variety of instruments.</li> <li>• Creatively and innovatively move to music.</li> <li>• Listen to music to promote an understanding of the personal, social, cultural and historical contexts that influence the arts area.</li> <li>• Communicate thoughts and strategies used to manipulate the musical elements.</li> <li>• Use staff lines when notating pitches and rhythms.</li> </ul>
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