

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Music-Elementary

Course/Grade Level: 2

Unit Title: Unit 3 Pitch – Mi-Re-Do

Number of Lessons/Days: Trimester 2

Unit Summary: This is a unit in which students will learn new pitches labeled Mi-Re-Do. Through singing, reading, notating, creating, improvising, playing, moving, and listening, students will become familiar with the pitches Mi-Re-Do. This will be accomplished using the instructional format prepare, present, practice, and assess. Students will continue to 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 f Mi-Re-Do.

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.

<p>Overarching Understanding(s) from Curriculum Map/Course Understandings:</p> <p><i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Musicians use pitch and rhythm, regulated by a pulse, to make music. (Pitch: Mi-Re-Do / Rhythm: ♩ / ♩ = ♩ / ♩ = ♩) • Effective composers use a process (sometimes utilizing imitation, improvisation, and notation) in order to create music that can be experienced by others. • Musicians perform instrumentally and/or vocally alone and/or in a group upon which practice affects quality. • Music can be analyzed in terms of tempo, dynamics, pitch, rhythm, tone color, texture, and form. • The human body plays an essential role in producing and expressing music. • Music, like other disciplines, utilizes patterns and symbolic representation. <p>Topical Understanding(s) Specific to Unit:</p> <ul style="list-style-type: none"> • Musicians use the pitches Mi-Re-Do to organize sound. • A process is used to create music that can be experienced by others. • The human body expresses music through movement. • Music, math, and reading use strategies for comprehension or problem solving. • Feedback is essential to the creative process. 	<p>Essential Question(s) from Curriculum Map/Course Essential Questions:</p> <p><i>To understand, student will need to consider such questions as...</i></p> <ul style="list-style-type: none"> • How do we write what we hear? • How do we play/sing/speak what we read? • What story does the music tell? • What is the process for composing music? • How can I make music alone? • How can we make music together? • How can I improve when I play or sing? • How can we describe music? • How can my body make music? • How do I notate music? <p>Topical Essential Questions for Unit:</p> <p><i>To understand, student will need to consider such questions as...</i></p> <ul style="list-style-type: none"> • How can I sing and/or play melodies containing Mi-Re-Do? • How can I create and perform melodies containing Mi-Re-Do? • How can the music of other cultures influence what I create? • How can use strategies in music like we do in math and reading? • How will the music I hear affect my self-expression through movement? • How will my self-reflection and the feedback of others affect my music?
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<i>To understand, student will need to...</i>	
<p>know...Student will need to know the following in order to...(e.g. facts, concepts, generalizations, rules, theories, principles)</p> <ul style="list-style-type: none"> • Mi-Re-Do pitches are used in music. • Pitch can be labeled Mi-Re-Do. • Mi-Re-Do are lower than La and Sol. • Mi-Re-Do are all steps. • Solfège and rhythmic syllables are a language. • Musical composition can be revised based on the feedback of others. • The human body uses levels to communicate expression. • Strategies are used in music, math, and reading to understand and create. <p>Essential new vocabulary:</p> <ul style="list-style-type: none"> • Re • Do <p>Common misunderstanding(s):</p> <ul style="list-style-type: none"> • Do-Re-Mi is High-Mid-Low. 	<p>be able to...(Students will be able to DO...skills, procedures, processes)</p> <ul style="list-style-type: none"> • Sing Mi-Re-Do intervals with accurate pitch utilizing a variety of song materials. • Notate Mi-Re-Do pitches in a variety of ways including traditional symbols. • Read Mi-Re-Do pitches in combination with/without rhythmic patterns. • Compose melodic ideas using the pitches Mi-Re-Do. • Revise melodic ideas based on self-reflection and the feedback from others. • Improvise vocally and instrumentally utilizing Mi-Re-Do. • Give and receive feedback to inform the creative process. • Play Mi-Re-Do melodies and ostinatos on a variety of instruments. • Creatively and innovatively move to music. • Listen to music to promote an understanding of the personal, social, cultural and historical contexts that influence the arts. • Communicate thoughts and strategies used to manipulate the musical elements. • Perform alone or in a group.

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| <ul style="list-style-type: none">• Mi-Re-Do is Low-Mid-High.• Mi-Re-Do is notated on just lines or just spaces.• Mi-Re-Do sounds the same as La-Sol-Mi. | |
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