

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Music-Elementary

Course/Grade Level: 2

Unit Title: Unit 5 Pitch – Sol-Mi-Re-Do/La-Sol-Mi-Re-Do

Number of Lessons/Days: Trimester 3

Unit Summary: This is a unit in which students will utilize La-Sol-Mi-Re-Do. Through singing, reading, notating, creating, improvising, playing, moving, and listening, students will become more proficient with the above pitches. 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, while identifying the musical elements covered in the previous units. Formative and summative assessments, as well as a G.R.A.S.P.S.S. (including the creation and placement of text), will assess the student's understanding.

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.

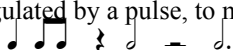
Benchmark: 0.4.1.3.1- Compare and contrast the characteristics of a variety of musical works or performances.

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 Understandings:

Students will understand that....

- Musicians use pitch and rhythm, regulated by a pulse, to make music (Pitch: La-Sol-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 melody, rhythm, harmony, dynamics, 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.

Topical Understanding(s) Specific to Unit:

- Musicians use the pitches La-Sol-Mi-Re-Do to organize sound.
- Music can be analyzed in terms of tempo, dynamics, melody, rhythm, and form.
- The human body plays an essential role using breath support for in-tune singing.
- Music, like other disciplines, utilizes text to convey thoughts and feelings.
- Music of cultures in our global community influence composition.
- Feedback is essential to the creative process.

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

To understand, student will need to consider such questions as...

- 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?

Topical Essential Questions for Unit:

To understand, student will need to consider such questions as...

- How can I sing and/or play melodies containing La-Sol-Mi-Re-Do?
- How can I create and perform melodies containing La-Sol-Mi-Re-Do?
- What can I do with my body to help me sing tunefully?
- How can the music of other cultures influence what I create?
- How does text influence the music I create?
- How will my self-reflection and the feedback of others affect my music?

To understand, student will need to...

know...Student will need to know the following in order to...(e.g. facts, concepts, generalizations, rules, theories, principles)

- La-Sol-Mi-Re-Do pitches are used in music.
- Pitch can be labeled La-Sol-Mi-Re-Do.
- La-Sol-Mi-Re-Do can be represented using notation.
- La-Sol-Mi-Re-Do contains steps, skips, and jumps.
- Correct posture and breath support will help you sing more in tune.
- The natural rhythm of the text is related to the rhythm of the music.

Essential new vocabulary:

- Lyricist

Common misunderstanding(s):

- The intervals of La-Sol-Mi-Re-Do are all steps or skips.
- La-Sol-Mi-Re-Do is notated on just lines or just spaces.
- Every pitch requires the same amount of breath support.
- The text of a song and the rhythm of a song are unrelated.

be able to...(Students will be able to DO...skills, procedures, processes)

- Sing La-Sol-Mi-Re-Do intervals with accurate pitch using a variety of songs.
- Notate La-Sol-Mi-Re-Do in many ways (including traditional symbols).
- Read La-Sol-Mi-Re-Do pitches with/without rhythmic patterns.
- Compose melodic ideas using the pitches La-Sol-Mi-Re-Do.
- Revise melodic ideas based on self-reflection and the feedback from others.
- Improvise vocally and instrumentally utilizing La-Sol-Mi-Re-Do.
- Play La-Sol-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 area.
- Communicate thoughts and strategies used to manipulate the musical elements.
- Sit and stand with correct singing posture.
- Sing with appropriate breath support.
- Use text to guide musical compositions.
- Apply text to already created melodies.

