

First Grade - October
Unit/Module Scope & Sequence
(Learning to occur with a specific topic/piece of text)

Unit Title:

Musical Opposites...Describing How Music Is

Topic: *(Brief Description of Title, what we want the kids to learn)*

Students will learn about dynamics and dynamic contrast in music (piano, forte, mezzo, crescendo, decrescendo, etc.) Students will learn about musical styles of legato and staccato.

Month:

October

Unit Focus Standards: *(Common Core Learning Standards that are focus in the unit.)*

NATIONAL STANDARDS FOR MUSIC EDUCATION:

- Standard 1 – Singing alone and with others a varied repertoire of music (a, b, c, e)
- Standard 2 – Performing on instruments alone and with others a varied repertoire of music (a, b, d)
- Standard 3 – Improvise melodies, variations and accompaniments (a, b, c, d)
- Standard 4 – Composing and arranging music within specific guidelines (b)
- Standard 6 – Listening to, analyzing and describing music (b, c, d, e)
- Standard 8 – Understanding relationships between music, the other arts and disciplines outside the arts (b)
- Standard 9 – Understanding music in relation to history and culture (d,e)

Overview/Objectives/I Can Statement associated with the Unit/Topic: *(Description of Learning to Occur)*

I can use my voice, body, ears and the classroom instruments to differentiate between piano and forte styles of music as well as legato and staccato styles of music.

I can create works of music incorporating piano, forte, legato and staccato sounds.

I can sing a variety of songs and explore my speaking and singing voices.

I can use a variety of classroom instruments in games and to accompany my singing.

I can use my body and classroom instruments to begin to develop a sense of steady beat.

I can connect elements of the music lesson with what they I am learning in the regular classroom.

Lessons for the Unit: *Summary of lessons that correlate to the unit*

Students will spend this month learning about the different ways that music can be including different volume levels and different styles.

Students will participate in a variety of activities to help them understand these musical differences.

Students will create a soundscape of a thunderstorm with a small group to show their understanding of the different ways that music can be.

Differentiated Learning Activities: *i.e. Judy Dodge, SIOP etc.*

Content Vocabulary: *(Vocabulary consistent with content/topics learned)*

Beat, rhythm, dynamics, piano, forte, mezzo, crescendo, decrescendo, legato, staccato, soundscape, speaking voice, singing voice, other classroom instrument names, pitched percussion, non-pitched percussion

Assessments: (i.e.-Writing, Graphic Organizers, Rubrics, Extended Response etc.)Assessments for this unit

Through teacher observation:

- **Student ability to maintain a steady beat**
- **Student ability to sing / speak and differentiate between the two**
- **Student ability to correctly identify classroom instruments**
- **Student ability to use instruments properly**
- **Student ability to demonstrate different musical dynamics of piano and forte with their voices and classroom instruments and to properly identify the style through movement or gestures in a given musical example**
- **Student ability to demonstrate crescendo and decrescendo with their voices and classroom instruments and to properly identify the style through movement or gestures in a given musical example**
- **Student ability to demonstrate legato and staccato with their voices and classroom instruments and to properly identify the style through movement or gestures in a given musical example**

ASSESSMENT TEST

**Students will work in small groups to create a soundscape of a thunderstorm which must include dynamic levels of piano and forte, at least one crescendo or decrescendo, and examples of legato and staccato style playing.

Suggested Resources:

Recordings of all of the songs available on Miss Galvins's i-tunes
Various other classroom instruments
Freddie the Frog