

## UNIT 1 – EXPRESSION

<p><b>Established Goals:</b></p> <p>By the end of this unit students will be able to recognize that music is a form of expression. They will have the opportunity to express themselves through creating, moving, playing and singing. Students will express themselves through past compositions as well as improvisation</p> <p>1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p>	<b>Transfer</b>	
	<p><i>Students will be able to:</i>  <i>Use music to express their values and describe their experiences.</i></p>	
	<b>Meaning</b>	
	<b>ENDURING UNDERSTANDING</b>	<b>ESSENTIAL QUESTIONS</b>
	<p>Music is communicated through the use of expressive qualities: dynamics, tempo, tonality and articulation.</p>	<p>How does music make you feel?</p> <ul style="list-style-type: none"> <li>• How do dynamics, tempi and the use of articulation affect the way you feel about music?</li> <li>• How can you express yourself through music?</li> <li>• How is music communicated?</li> <li>• How does tonality affect the expressive qualities of a musical piece?</li> </ul>
	<b>Acquisition</b>	
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<i>Students will be able to .....</i>	<i>Students will be skilled at...</i>	

	<p>express themselves through music.</p> <p>use movement to express themselves.</p>	<p>using an element of music to express themselves.</p> <p>using singing to express themselves.</p> <p>using improvisation to express themselves</p>
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Vocabulary		Instruction and Pacing (suggested order to teach)	
dynamics		1. Play the recording "Get on Your Feet" by Gloria Estefan and have the students keep the steady beat while listening.	
mezzo piano ( <i>mp</i> ), mezzo forte ( <i>mf</i> ) forte crescendo decrescendo accelerando subito		2. Encourage students to explore movements that reflect changes in dynamics.	
		3. Move to <i>Get on Your Feet</i> showing the changes in dynamics.	
		4. Play Gloria Estefan's recording of <i>Get on Your Feet</i> .	
		5. Encourage students to explore movements that reflect changes in dynamics.	
		6. Play the recording of <i>Dance at the Gym</i> .	
		7. Have the students figure out how the composer created a contrast between loud and soft	
		8. Play the recording of Samba.	
		9. Have the students point to either subito p or subito f when they hear sudden dynamic changes in the music.	
		10. Plan a 30 second composition that includes changes in dynamics.	
		11. Allow students to choose one of the recordings from the lesson to move to show the	

		dynamic changes they hear.	
		Next	
		1. Ask the students to follow the notation as they listen to the recording of <i>I Believe I Can Fly</i> .	
		2. Ask the students to sing along with the recording during the refrain.	
		3. Have the students find and identify markings in the music that indicate the order of the sections.	
		4. Identify the differences between ties and slurs.	
		5. Have the students listen for accents in the listening map- <i>Infernal Dance</i> .	
		6. Divide the class into groups. Have the groups take turns singing I Believe I Can Fly with accurate articulation. Have the other groups listen and evaluate the group that is performing.	

**Resources**

1. District approved textbook  
2. CDs/Tapes/Videos/DVDs  
3. Instruments  
4. Computers/Technology

Technology will be integrated into the education process by creating an environment that allows all students to have optimum personal and educational growth through the infusion of appropriate technology within the music block. All students have opportunities to develop technology skills that support learning, personal productivity, and decision-making. Students are presented with a range of learning activities that allows for individual and group work. In becoming technologically proficient, students develop skills over time through integrated activities.

Any infusion of technology is contingent, but not limited, to the following: availability of technology, classroom logistics and administrative support.

**21st Century Skills**  
**Creativity**  
**Innovation**

### **Differentiation and Accommodations**

Each objective is accomplished for the special education student just as for the general education student. As required, the material will be modified to conform to each student's IEP.

Each objective is accomplished for the bilingual education student just as for the general education student. As required, for the bilingual education student, the material must be presented in the language/learning style which the student understands. As the bilingual student masters the English language, a transition in teaching occurs via several strategies; the teacher instructs using more English in accordance with the ability of the student to comprehend and the student is mainstreamed for those classes in English where he/she is able to succeed.

## Performance Task

Students will create, improvise, move, play and sing with increased rigor.

- Students will create contrasting movements to show understanding of elements of music. Listen to an excerpt and respond to different aspects of the music. For example: create a dance, draw a illustration, improvise
- Play phrases or ostinati using Orff instruments or rhythmic instruments
- Study elements of music.
- Students will be able to identify with appropriate terminology and perform on classroom instruments: *p*, *pp*, *f*, *ff*, *mp*, *mf* and *crescendo/descrescendo* and will be introduced to *sffz*.
- Students will continue ensemble singing through age-appropriate repertoire.
- Students will be able to recognize changes in tempo and will be able to identify using tempo terminology.

### **Other Evidence**

- Students will observe other student performances.
- Students will discuss peer performances.

## ASSESSMENTS

### **Formative Assessments:**

1. Daily Class Participation
2. Daily Classroom Discussion
3. Selected Homework Assignments
4. Extended Class Participation
5. Performance Participation

## **Summative Assessments**

### 1. Unit Test, Quizzes & Project

#### **Other Evidence**

- Students will observe other student performances.
  - Students will discuss peer performances.