

UNIT 3 – LITERACY

<p>Established Goals:</p> <p>Students will continue their journey to music literacy. They will be able to read and perform from complex musical notation.</p> <p>Standards</p> <p>1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.</p> <p>1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p> <p>1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.</p> <p>1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release,</p>	Transfer	
	<p><i>Students will be able to:</i></p> <p><i>Read and perform music from complex musical notation.</i></p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	<p>Music is organized sound.</p> <ul style="list-style-type: none"> • Structure creates order and clarity in music. • Layering two or more simultaneous sounds creates harmony. • Producing a series of sounds of repeated or varied duration creates rhythm. • Timbre adds color and variety to sound. 	<p>What is music?</p> <ul style="list-style-type: none"> • How is music analyzed and understood?
	Acquisition	
	KNOWLEDGE	SKILLS
	<i>Students will understand...</i>	<i>Students will be skilled at...</i>

<p>and balance in musical compositions.</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p>	<p>How to read and write music.</p> <p>how to independently read rhythm.</p>	<p>Reading and writing music.</p> <p>independently reading rhythm.</p>
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Vocabulary		Instruction and Pacing (suggested order to teach)	
Treble Clef		1. Discuss the map, sailing ships and text	
Bass clef		2. Play the recording of Bound for South Australia.	
Mixed meter		3. Invite the students to sing the song while moving as they were pulling a rope to raise the sail on the ship.	
Compound meter		4. Play the recording again and have the students listen to the call and move to the response.	
Melodic contour		5. As a class, find and name the pitch syllables in the response section	

		6. Assign the students with a partner to figure out how to play their melody on bells/xylophones.	
		7. Play the responses with the recording while the class sings the song.	
		8. Have half the class sing the calls of the song using letter names while the other half of the class sings the responses.	
		Next	
		1. Have the students listen to <i>Da pacem, Domine</i> .	
		2. Divide the class into groups. Give each group two measures to analyze of the 12 measure song.	
		3. Figure out the names of the rhythmic symbols in your measures and discuss.	
		4. Figure out how to clap and say the rhythm of your measures.	
		5. Within your own group, create a circle and move to show the rhythmic values of your measures.	
		6. Figure out the pitches of your measures and discuss.	
		7. Within your own group, create a circle and move to show the rhythmic values of your measures while also singing the pitch syllables.	
		8. Translate the letter names of the pitches into solfege.	
		9. Teach each group the Kodaly hand signs for their measures.	
		10. Within your own group, move to the rhythm, while singing and signing the	

		solfege syllables.	
		11. Bring the class back together to perform the song one last time.	

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.

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.

21st Century Skills

Creativity

Innovation

Performance Task

Students will be able to accurately pat the steady beat. They will be able to clap, say and play a variety of rhythmic patterns. They will also be able to conduct simple meters. Students will be able recognize melodic contour. Students will be able to read, sing and play pitches accurately. They will implement *Solfège* and Curwin hand signs where needed.

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.

