

UNIT 1 – PERFORMANCE

<p>Established Goals:</p> <p>Students will be performing through singing, classroom instruments, and movement. Students will be developing proper vocal and instrumental technique.</p> <p>Music is a performance experience. In the music classroom, this includes singing, performing on classroom instruments, and movement. Singing in first and second grade will be working towards developing healthy vocal techniques (age-appropriate vocal production, using head voice).</p> <p>1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p> <p>1.3.2.B.7 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.</p>	Transfer	
	<p><i>Students will be able to:</i></p> <p>understand the differences between singing and speaking.</p> <p>demonstrate developmentally appropriate singing voices.</p> <p>demonstrate correct playing techniques on classroom instruments.</p> <p>demonstrate ability to move to music with consideration of musical style, tempo, dynamics and feeling.</p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	Successful ensemble performances are group efforts and require cooperation.	<p>How are performers affected by the musicians around them?</p> <p>How is performing different from being an audience member?</p>
	Acquisition	
	KNOWLEDGE	SKILLS
	<i>Students will be able to</i>	<i>Students will be skilled at...</i>

1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and used them to formulate

objective assessments of artworks in dance, music, theatre, and visual art.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch,

rhythm, dynamics, and tempo.

1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing

technique.

1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade

instruments.

1.3.2.B.4 Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture

and breathing technique while performing songs, rounds, or canons in unison and with a partner.

1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic

patterns using selected notes and/or scales to create expressive ideas.

Goal:

Perform through singing, classroom instruments, and movement.

Students will be developing proper vocal and instrumental technique.

Moving to the tempo

Developing their singing voices

Vocabulary		Instruction and Pacing (suggested order to teach)	
Tempo dynamics		<p>Singing:</p> <p>Use manipulatives to explore the range of the voice (i.e. bendy tube/roller coasters).</p> <ul style="list-style-type: none"> ○ Learn and sing songs individually and in large and small groups. ○ Have students lead echo activities/singing. ○ Begin to explore using Solfège syllables (pentatonic scale) with hand signs. 	
		<p>Playing:</p> <ul style="list-style-type: none"> ○ Create rhythmic patterns and perform on classroom instruments. ○ Begin performing tonal patterns on classroom instruments. ○ Perform within the context of a song with planned patterns or improvisation. 	
		<p>Moving:</p> <ul style="list-style-type: none"> ○ Perform appropriate movements to various musical styles. ○ Adapt movements to musical changes. ○ Perform planned and improvised movements sequences to music. 	
		<p>Performing: (Preparation for in-school or in-class performances will be used to explore performance strategies and tips.)</p> <p>Explore how performing in front of others differs from singing at your leisure.</p> <ul style="list-style-type: none"> ○ Practice performing in large and small groups. 	

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

Title: Can you sing it?

These performance tasks allow for assessment of student solo singing. When students sing alone it is easier to assess quality of singing voice, vocal placement and pitch accuracy.

: Echo Singing

- Utilize an echo song with teacher and student leaders.

Title: Move it!

Students will perform movement sequences individually and in small groups.

Class and small groups will create planned and improvised movements to songs/ recorded music which reflect style/genre of music with consideration of tempo, dynamics, etc.

Title: Play it!

Students will perform individually and in groups on classroom instruments. Students will improvise on instruments and perform planned rhythmic and tonal sequences.

Students will create and perform accompaniments such as ostinati and borduns. Students will improvise using nonpitched and pitched percussion instruments.

Title: Performing 101

Students will evaluate performances of peers or professionals to gain greater understanding of how they are perceived by an audience.

direction/projection, diction, etc..

Vocal Performance Assessment

5 – 5- Sings melody in tune with good pitch and tone.

4 – 4- Sings melody but does not quite match all pitches.

3 – 3- Sings correct melody but in different key.

2 – 2- Sings melody using head voice but does not match pitches.

1 – 1- Sings using chest voice.

Performance Assessment:

Did the performer.... None of the time, Some of the Time, All of the time

Demonstrate proper posture?

Face the audience?

Reflect the style/message of music?

Sing to be heard (projection/enunciation)?

Seem to try their best?

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

