

## UNIT 2 – EXPRESSION

<p><b>Established Goals:</b></p> <p>In this unit, students will gain an understanding of how the elements of music (such as form, dynamics and tempo) can be utilized to create and express musical ideas. Students will explore how composers have expressed musical ideas through music as well as develop the ability to use music to express their own musical ideas and emotions.</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> <p>1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.1.2.B.1 Explore the elements of music through verbal</p>	<b>Transfer</b>	
	<p>Students will be able to:</p> <p>Identify that music is an arrangement of patterns into a whole.</p> <p>perform in AB and ABA independently and in groups.</p>	
	<b>Meaning</b>	
	<b>ENDURING UNDERSTANDING</b>	<b>ESSENTIAL QUESTIONS</b>
	<p>Music can express feelings and emotions.</p> <p>Music is personal; it affects people differently.</p> <p>The elements of music (such as tempo, dynamics, form) can be utilized to create musical ideas</p>	<p>How can music express feelings and emotions?</p> <p>How can we express ourselves through music?</p>
	<b>Acquisition</b>	
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<i>Students will be know</i>	<i>Students will be skilled at...</i>

<p>and written responses to diverse aural prompts</p> <p>and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.4 Categorize families of instruments and identify their associated musical properties.</p> <p>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.</p> <p>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.</p>	<p>music can be used to express ideas.</p> <p>the basic concepts of the elements of music.</p> <p>that music affects people differently.</p> <p>changes in dynamic levels.</p> <p>that music is an arrangement of patterns into a whole.</p>	<p>express ideas or feelings through musical performances.</p> <p>recognize how composers use the elements of music to create musical ideas.</p> <p>express how they are affected by music.</p> <p>utilize dynamics to help create expressive ideas.</p> <p>perform in AB and ABA independently and in groups.</p>
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Vocabulary		Instruction and Pacing (suggested order to teach)	
<p>Expression Dynamics patterns</p>		<p>Expression: ○ Discuss how contrasting music affects how we feel.</p> <p>○ Show expressive qualities of music through creative movement (with props i.e. scarves, ribbon, etc.)</p> <p>○ Create a story to go with a musical experience (act out story to music, coloring projects, movement activity).</p>	
		<p>Dynamics</p>	

	<p>Identify dynamic changes with appropriate terminology (<i>forte/piano</i>).</p> <ul style="list-style-type: none"> <li>○ Be introduced to <i>pianissimo</i> and <i>fortissimo</i>.</li> <li>○ Demonstrate changes in dynamics with movement or manipulatives.</li> <li>○ Conduct/perform from conductor with consideration of dynamics</li> </ul>	
	<p>Form:</p> <ul style="list-style-type: none"> <li>○ Identify contrasting sections of music with appropriate form terminology (A/B).</li> <li>○ Use movement to show understanding of form (contrasting movement sequences for each section, i.e. ABA), students show changes in form by changing movements.</li> <li>○ Perform with singing/instruments in ABA form.</li> </ul>	

**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**

## **PERFORMANCE TASKS**

### **Title: Express Yourself!**

This project for expression can be used with a variety of classroom instruments and singing. It is an introduction to expressing musical ideas and call/response. Below is a possibility using a drum circle.

Expressing yourself in a drum circle:

Circle creates ostinati with rhythmic patterns using body percussion/instruments. Soloists (individual and small groups) improvise over ostinati to express musical ideas..

### **Title: Musical Story**

Use imagination to create and act out a musical story. Explain that some composers create music with a story in mind (programmatic music). In this project, the class will use music (perhaps that does not have a story already associated to encourage creativity) to create a story based on the music.

Class or small groups create stories to represent a musical experience. Students add movement to represent characters (provides opportunities for showing understanding of tempo, weight, space, etc.).

### **Title: Fun with Form!**

In this project, students will demonstrate an understanding of musical structure through contrasting

movements to reflect form.

This can be used with folk music, songs found in the book, children's songs, or music from composers being studied.

Create movements for contrasting musical sections (as a class or in groups). Perform movements with music, showing changes in form with movement

## 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

