

Unit 1: Essential Elements of Music

General Music

13 Class Meetings

Revised May 2023

Essential Questions

- How do musicians improve the quality of their creative work?
- How does understanding the structure and context of musical works inform performance?
- How do musicians improve the quality of their performance?

Enduring Understandings with Unit Goals

EU 1: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

EU 2: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

EU 3: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Standards

MU:Cr3.1.6 a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

MU:Cr3.1.6 b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

MU:Pr4.2.6 a. Explain how understanding the structure and the elements of music are used in music selected for performance.

MU:Pr4.2.6 b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

MU:Pr4.2.c. Identify how cultural and historical context inform performances.

MU:Pr5.1.6 Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

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ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Language and structure of music.

- Students will be able to recognize notes in Treble and Bass Clef.
- Describe music using musical terminology and vocabulary.
- Clap/count basic rhythms.
- Describe how musical elements are expressed in the music of TV and Movies.
- Apply their knowledge of the elements of music to perform music on classroom instruments.

2. Key Terms and Vocabulary

- Tempo (largo, adagio, moderato, allegro, presto, accelerando, ritardando)
- Dynamics (pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo)
- Note and rest values (eighth, quarter, half, whole, add a dot, tie, sixteenth)
- Articulations (staccato, legato, slur, fermata, sforzando, accent,)
- Staff (lines, spaces, time signature, key signature, barline, double barline, clef, coda, Del Segno, grand staff, sharp, flat, natural)

Interdisciplinary Connections: Math (fractions, division) ELA (adjectives, sentence structure) Art (interpretation, emotion/mood)

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Articulate their favorite kinds of music and describe why.
- Identify and draw musical notation
- Interpret time signatures
- Identify and explain musical performances and how the expressive elements are used to influence mood.
- Evaluate and construct the major elements of the staff
- Compare and contrast the treble and bass clef
- Identify real world sounds and describe them using musical terminology.
- Investigate and evaluate the relationship between music and visual arts.

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Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Guided notes
- Teacher modeling
- Written feedback
- Accountable talk
- Homework
- Word walls with visuals
- Student performance
- Peer review

Assessments

FORMATIVE ASSESSMENTS:

- Classwork
- Exit slips
- Accountable talk discussion
- Independent and group games
- Listening guides
- Do Now
- Performance Task- “My Dragon song”

SUMMATIVE ASSESSMENTS:

- My Dragon Song (EU1)
- Silly Symphonies (EU2)
- Unit 1 Exam (EU3)

Unit Task

Unit Task Name: “My Dragon Song”

Description: Students will work in pairs or small groups to compose their “Dragon Song”. Students must use a variety of musical elements to convey their intent (including but not limited to musical notation, dynamics, articulations and tempo markings). After composition, students will rehearse and then perform their song for the class. A scoring guide will be provided for structure and guidance along with the Accountable Talk Rubric which will be used for personal assessment and audience feedback.

Evaluation: Correct application of musical elements and Accountable Talk Rubric

Unit Resources

- Worksheets
- PowerPoint presentations
- Supplemental video clips (Silly Symphonies, Fantasia, YouTube)
- BoomWhackers
- Classroom instruments (hand drums, Xylophones, shakers, cowbells)
- Chromebooks