



Experiencing Music I

Course Summary:

This course explores differences between music and everyday sounds, and also how the body hears and responds to music. Aligning to the National Core Arts Standards, the course introduces skills that assist the student in making music individually and with another person. The student will identify instrument characteristics and sounds and begin to consider the way music of the student's own culture might sound different to a person from another culture. With audio, visual, and interactive technologies, this course provides a unique and advanced learning experience.

Course Outline

1. Music and Me!

1. What Is Music?

- Differentiate between sounds in everyday life and musical patterns, highlighting aspects unique to music such as organized rhythmic patterns and recognizable melodies
- Execute a steady beat through clapping and snapping along with a recording
- Ask questions about music
- Recognize relationships between music and other fields of knowledge

2. Move to the Beat!

- Explore ways in which the body responds to, listens to, and creates music
- Perform a steady beat on a musical instrument
- Demonstrate full body movement while warming up
- Ask questions about music
- Recognize relationships between music and other fields of knowledge

3. Getting the Rhythm!

- Explore ways in which the body responds to, listens to, and creates music
- Practice a variety of activities to begin developing skills relating to the following: responding to a visual cue, responding to an auditory cue, singing individually, and singing with another person
- Sing ta and ti rhythm patterns
- Improvise a rhythm around a steady beat
- Ask questions about music
- Recognize relationships between music and other fields of knowledge

4. Time to Sing!

- Explore ways in which the body responds to, listens to, and creates music
- Practice a variety of activities to begin developing skills relating to the following: responding to a visual cue, responding to an auditory cue, performing individually, and performing with another person
- Perform a simple melody, synchronized to a steady beat alongside a recording (matching tempo, pulse, and simple pitch variations by singing/playing)

- Perform a scale on the Virtual Xylophone
 - Ask questions about music
 - Recognize relationships between music and other fields of knowledge
5. Making Music Together!
 - Explore ways in which the body responds to, listens to, and creates music
 - Practice a variety of activities to continue developing skills relating to the following: responding to a visual cue, responding to an auditory cue, performing individually, and performing with another person
 - Perform a simple melody, matching tempo, rhythm, and simple pitch variations
 - Perform “Hot Cross Buns” using the Virtual Xylophone and voice
 - Ask questions about music
 - Recognize relationships between music and other fields of knowledge
 6. Music and Me! Unit Review
 - Review all previous concepts and objectives for Unit 1
 7. Music and Me! Unit Test
2. **Fast and Slow, Stop and Go**
 1. Getting the Beat!
 - Develop a degree of motor control (stop and go) as a precursor for performance of simple rhythmic patterns on an instrument
 - Practice and perform a steady beat using ta
 - Sing a melody along with a rhythmic pattern
 2. Breaking It Down
 - Develop a degree of motor control (stop and go) as a precursor for performance of simple rhythmic patterns on an instrument
 - Identify rhythmic patterns using ta and ti-ti
 - Create rhythmic patterns using ta and ti-ti
 3. Taking a Rest
 - Develop a degree of motor control (stop and go) as a precursor for performance of simple rhythmic patterns on an instrument
 - Recognize craft-stick notation for ta, ti-ti, and rest
 - Perform a nursery rhyme in rhythm
 4. Rhythms on the Virtual Xylophone
 - Develop a degree of motor control (stop and go) as a precursor for performance of simple rhythmic patterns on an instrument
 - Recognize craft-stick notation for ta, ti-ti, and sh
 - Perform rhythmic patterns using ta, ti-ti, and sh on the Virtual Xylophone
 - Compose rhythmic patterns with melodies
 5. Slow as a Tortoise
 - Recognize and perform craft-stick notation for ta, ti-ti, and rest on the Virtual Xylophone
 - Identify different tempos
 - Connect tempo to mood and emotion
 - Compose and play a song with a slow tempo
 6. Fast as a Hare!
 - Recognize and perform craft-stick notation for ta, ti-ti, and rest on the Virtual Xylophone
 - Identify different tempos
 - Connect tempo to mood and emotion
 - Compose and play a song with a fast tempo
 7. Changing Tempos

- Recognize and perform craft-stick notation for ta, ti-ti, and rest on the Virtual Xylophone
 - Recognize changes in tempo both among different compositions and within a composition
 - Compose and play a composition with tempo changes on the Virtual Xylophone
 - Illustrate moods and contrast in music and children's literature
8. Fast and Slow, Stop and Go Unit Review
 - Review all previous concepts and objectives for Unit 2
 9. Fast and Slow, Stop and Go Unit Test
- 3. High and Low, Loud and Soft**
1. Notes on a Ladder
 - Identify, sing, and play C (do) on the Virtual Xylophone
 - Perform rhythmic patterns using ta, ti-ti, and sh/rest
 - Compose a one-note song for the Virtual Xylophone
 2. High and Low
 - Differentiate sounds that are higher and lower in pitch in relation to each other
 - Identify, sing, and play D (re) on the Virtual Xylophone
 - Compose and perform a two-note melody on the Virtual Xylophone
 3. Loud and Soft
 - Define and recognize changes in dynamics
 - Identify, sing, and play E (mi) on the Virtual Xylophone
 - Perform "Mary Had a Little Lamb" on the Virtual Xylophone
 - Compose and perform a three-note melody on the Virtual Xylophone
 4. A Little Bit Loud
 - Recognize changes in dynamics
 - Identify, sing, and play F (fa) on the Virtual Xylophone
 - Perform a song on the Virtual Xylophone
 - Improvise a four-note melody on the Virtual Xylophone
 5. A Little Bit Soft
 - Demonstrate changes in dynamics
 - Identify, sing, and play G (sol) on the Virtual Xylophone
 - Recognize dynamics differences in a classical rep composition
 - Sing and perform "Jingle Bells" on the Virtual Xylophone
 6. Twinkle, Twinkle, Little Star
 - Identify, sing, and play A (la) on the Virtual Xylophone
 - Recognize dynamic, tempo, and pitch differences in a classical rep composition
 - Compare and contrast the same rhythmic pattern played on different pitches
 - Recognize aspects of two or more pieces of music that are the same and aspects that are different
 7. A Full Scale
 - Demonstrate changes in dynamics
 - Identify, sing, and play B (ti) and C (do) and "Three Blind Mice" on the Virtual Xylophone
 - Recognize dynamic, tempo, and pitch differences in a classical rep composition
 - Compose songs using different pitches with the same rhythmic pattern
 - Explore high and low pitches and rhythms represented by a new notational system

8. High and Low, Soft and Loud Unit Review
 - Review all previous concepts and objectives for Unit 3
9. High and Low, Soft and Loud Unit Test
4. **Music Around The World**
 1. Starting a Trip Around the World
 - Describe beat, rhythm, tempo, dynamics, and the scale
 - Analyze a performance of "Are You Sleeping?"
 - Compose and perform a song about a sleeping animal
 2. Rhythms of Latin America
 - Execute fine motor movement while performing rhythmic patterns on an instrument
 - Compare and contrast songs from different cultures using the same melody
 - Create a set of maracas
 - Improvise a rhythmic accompaniment to a song
 3. Asian Music and Drama
 - Compare and contrast uses of a single melody in different cultures
 - Create a traditional Noh theatre mask
 - Perform a dance to traditional Japanese music
 4. Exploring Europe
 - Describe how emotions are expressed through and connected to music
 - Identify the waltz beat
 - Compose and perform a melody for a waltz
 5. Arriving in Australia
 - Identify instruments from various cultures
 - Build and create sounds with a didgeridoo
 - Compose and perform an original composition about an animal
 6. African Music Adventure
 - Perform multiple rhythmic patterns over the same beat
 - Create a dance to a traditional African beat and instrument
 7. Share Your Own Culture
 - Describe the student's family and culture
 - Compare and contrast various cultures
 - Compose and perform a song about the student's own culture
 - Sing at the appropriate time following a musical introduction
 - Identify the value of creating personal music
 - Identify people who create music
 8. Unit Review
 - Review all previous concepts and objectives for Unit 4
 9. Music Around the World Unit Test