

# Unit Title: Show Me the Way to ...

## INSTRUCTIONAL UNIT AUTHORS

Boulder School District  
Jan Osborn  
Laurel Reckert

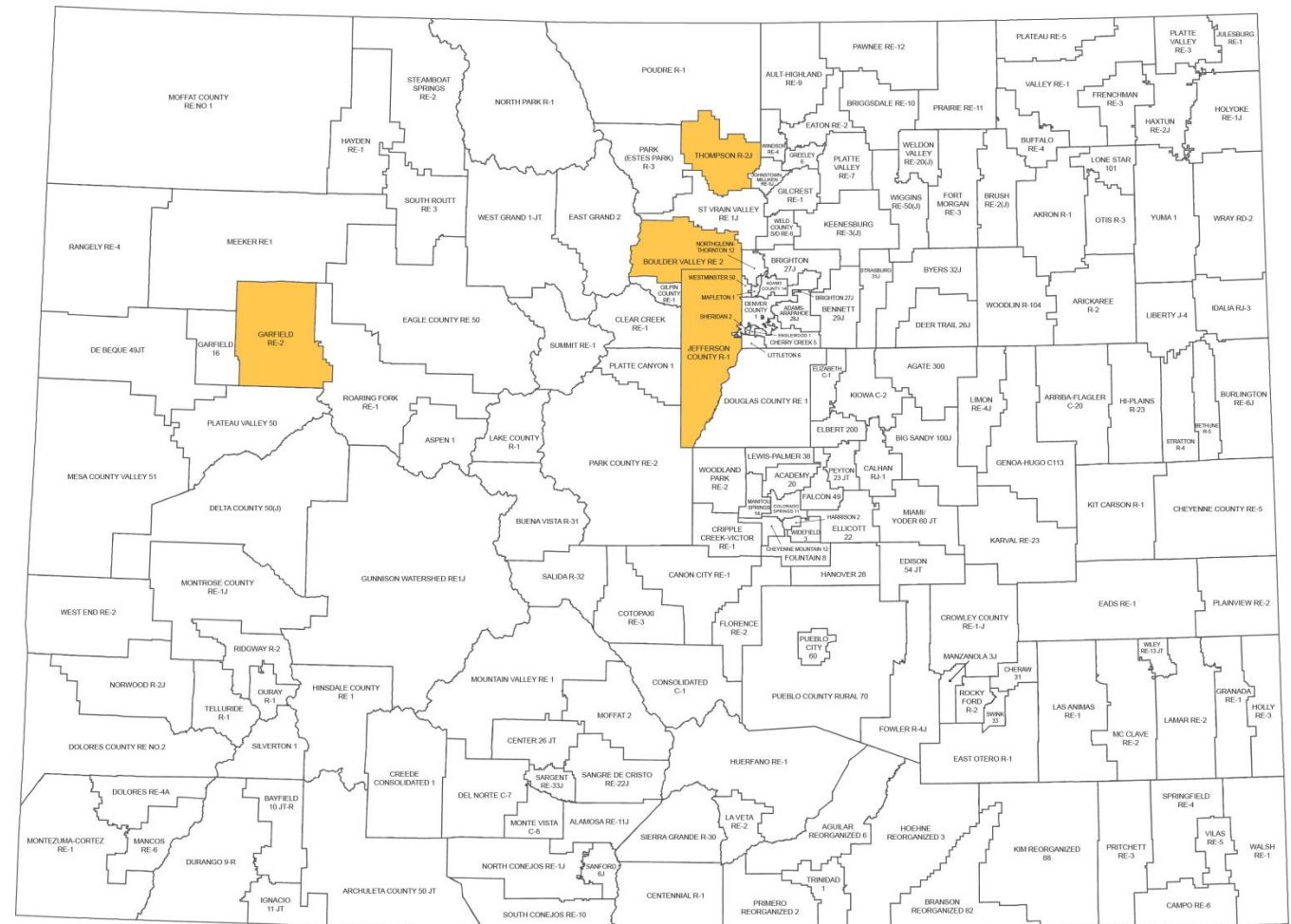
Metro State University of Denver  
Carla Aguilar, PhD

## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Garfield RE2 School District  
Rachel Monarch

Jefferson County School District  
Jennifer DeRose

Thompson School District  
Olivia Tremblay

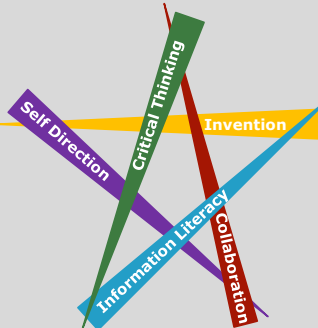


*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

**Colorado Teacher-Authored Sample Instructional Unit**

Content Area	Music	Grade Level	Kindergarten
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Expression of Music	1. Perform independently	MU09-GR.K-S.1-GLE.1	
	2. Respond to music with movement	MU09-GR.K-S.1-GLE.2	
2. Creation of Music	1. Create music through a variety of experiences	MU09-GR.K-S.2-GLE.1	
	2. Identify simple musical patterns	MU09-GR.K-S.2-GLE.2	
3. Theory of Music	1. Comprehension of musical opposites	MU09-GR.K-S.3-GLE.1	
	2. Comprehension of basic elements of musical form	MU09-GR.K-S.3-GLE.2	
	3. Identify different vocal and instrumental tone colors	MU09-GR.K-S.3-GLE.3	
	4. Identify simple rhythmic patterns	MU09-GR.K-S.3-GLE.4	
4. Aesthetic Valuation of Music	1. Demonstrate respect for the contribution of others in a musical setting	MU09-GR.K-S.4-GLE.1	
	2. Respond to musical performance at a basic level	MU09-GR.K-S.4-GLE.2	
	3. Identify and discuss music and celebrations in daily life	MU09-GR.K-S.4-GLE.3	

**Colorado 21<sup>st</sup> Century Skills**



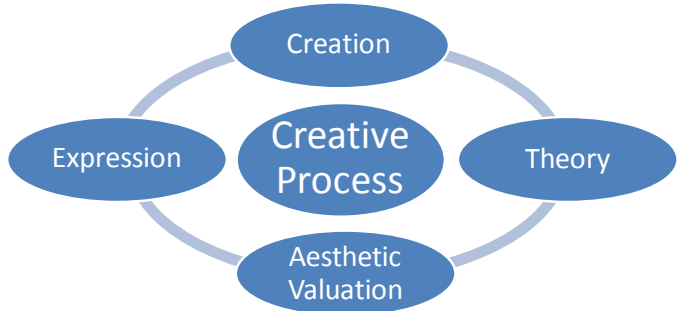
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*



The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Show Me the Way to.....	12 Weeks	2

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Show Me the Way to.....		<b>Length of Unit</b>	12+ Weeks
<b>Focusing Lens(es)</b>	Structure and Function	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	MU09-GR.K-S.1-GLE.1, MU09-GR.K-S.1-GLE.2 MU09-GR.K-S.2-GLE.1, MU09-GR.K-S.2-GLE.2 MU09-GR.K-S.3-GLE.1, MU09-GR.K-S.3-GLE.2, MU09-GR.K-S.3-GLE.4 MU09-GR.K-S.4-GLE.1, MU09-GR.K-S.4-GLE.2, MU09-GR.K-S.4-GLE.3	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>Why do people use music for celebrations? (MU09-GR.K-S.1-GLE.1,2) and (MU09-GR.K-S.2-GLE.1,2) and (MU09-GR.K-S.3-GLE.1,2,4) and (MU09-GR.K-S.4-GLE.1,2,3)</li> <li>Should everyone want to move the same when listening to the same music? Why or why not</li> <li>How does the music inspire people to move a certain way?</li> </ul>			
<b>Unit Strands</b>	Expression, Creation, Theory, Aesthetic Valuation			
<b>Concepts</b>	Order/Form, Moods, Culture/Influence, Rhythm, Tradition, Movement, Investigate/Discovery, Expressive Elements (dynamics, tempo, articulation), Structure			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
The structure of music can organize movement. (MU09-GR.K-S.1-GLE.2) and (MU09-GR.K-S.2-GLE.1-EO.b) and (MU09-GR.K-S.3-GLE.1,2,4) and (MU09-GR.K-S.4-GLE.2,3)	Which parts are the same in (insert piece) (i.e. <i>Chopin: Ballade #1 in G Minor</i> )?	Why does one way of moving not always fit an entire piece of music?
Cultures convey musical traditions through their dances, voices, and instruments. (MU09-GR.K-S.4-GLE.2,.3)	What traditions or instruments are connected to certain types of music? Why do we sing certain types of songs at certain times of the year- i.e. spooky songs at Halloween?	What makes music special to people?
Expressive elements communicate mood in music. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.2-GLE.1-EO.b) and (MU09-GR.K-S.3-GLE.1,2-EO.b) and (MU09-GR.K-S.4-GLE.2-EO.a, b)	Is (insert song) (i.e. <i>If You're Happy and You Know It</i> ) a happy song/sad song/exciting song?	What makes a song sound happy or sad?
Movement can demonstrate expressive elements. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.2-GLE.1-EO.b) and (MU09-GR.K-S.3-GLE.1,2) and (MU09-GR.K-S.4-GLE.2, 3)	Would you choose to move fast or slow to (insert piece) (i.e. "Aquarium" from <i>Carnival of the Animals</i> )?	How can expressive elements in music help you to know how to move?

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Music has structure through repetitive patterns. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.3-GLE.2-EO.b)</li> <li>• Why we sing particular songs (i.e. <i>Jingle Bells</i>) at a particular season or time. (MU09-GR.K-S.4-GLE.1,2) and (MU09-GR.K-S.4-GLE.3-EO.a, c)</li> <li>• Expressive elements (high/low, fast/slow, loud/soft) (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.2-GLE.2-EO.b) and (MU09-GR.K-S.3-GLE.1-EO.a, b)</li> </ul>	<ul style="list-style-type: none"> <li>• Respond kinesthetically to musical phrases. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.3-GLE.2-EO.b)</li> <li>• Identify and sing songs from a variety of cultures and styles. (MU09-GR.K-S.4-GLE.2, 3-EO.a)</li> <li>• Demonstrate and identify expressive elements in music. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.2-GLE.1-EO.b) and (MU09-GR.K-S.3-GLE.1-EO.a, b)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.                      EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Different music has different patterns (foundational for understanding the structural and cultural elements of music).</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Culture, Celebrations, high/low, fast/slow, loud/soft, style, traditions, patterns</p>
<p><b>Technical Vocabulary:</b></p>	<p>Expressive, culture, phrase</p>

### Colorado Teacher-Authored Sample Instructional Unit

<b>Unit Description:</b>	This unit explores the structure of musical opposites and the function (purpose) of music through movement. Teachers begin with developmentally appropriate musical opposites (fast/slow, high/low, loud/quiet, same/different) and then use these opposites to show how they create mood. Later learning experiences help students to understand the purpose of musical pieces across many cultures. The unit culminates in a performance task requiring students to create their own movements that match the musical elements and function of the music given.
<b>Considerations:</b>	In this Kindergarten unit, structure is defined as musical opposites. Function relates to the purpose the musical pieces serve (e.g. celebrations, lullabies, marches, etc.). The organization of movement can be interpreted as the influence the structures (fast/slow, loud/quiet, etc.) have on the way we move. The focus of student understanding should be the following expressive elements of music: fast/slow, high/low, loud/quiet, same/different. Teachers may wish to consider the kindergarten drama unit, which explores the ways in which non-verbal and verbal communication can convey characters' emotions, for integrative possibilities!
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	The structure of music can organize movement.
<b>Supporting Generalizations:</b>	Cultures convey musical traditions through their dances, voices, and instruments.
	Expressive elements communicate mood in music.
	Movement can demonstrate expressive elements.

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	The structure of music can organize (influence) movement.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are a music teacher and you have been asked to teach someone how to move to different types of music. To prepare to teach, you will listen closely to a piece of music and plan some movements to go along with it. You should be able to explain to your students why you chose the movements you did and how they match the music using the expressive elements you learned (fast/slow, loud/quiet, high/low, same/different, feelings, mood).
<b>Product/Evidence:</b> (Expected product from students)	<p>Students create a movement that complements the music they are hearing. Each student must also explain (using expressive elements and moods) how his/her movement reflects the musical elements he/she hears.</p> <p>(Example pieces: <i>The Top</i> by Bizet, <i>Russian Sailor's Dance</i> from the <i>Red Poppy</i> by Gliere, <i>Voiles</i> from <i>Preludes, Book 1</i> by Debussy)</p> <p>Teacher should use observational data collection (*see below) to determine the use of:</p> <ul style="list-style-type: none"> <li>• Music elements learned (fast/slow, loud/quiet, high/low, same/different, feelings, mood)</li> <li>• Loco motor skills (walk/step, run, leap, hop, and jump)</li> <li>• Ability to move safely through a given space <a href="http://room8-adventuresinkindergarten.blogspot.com/2013/02/personal-space.html">http://room8-adventuresinkindergarten.blogspot.com/2013/02/personal-space.html</a> (Personal space use resource)</li> <li>• How students problem solve with various music responses</li> </ul> <p>*Observational note ideas here: <a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</a> (Resource for collecting observational data)</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Differentiation:</b> (Multiple modes for student expression)	<p>Students may:</p> <ul style="list-style-type: none"> <li>• Draw pictures or use visual representations of their movements</li> <li>• Demonstrate movements while sitting or standing</li> <li>• Provide verbal explanations to the class or individually to the teacher</li> <li>• Demonstrate understanding through a “Freeze Dance” activity (when the music stops, students can explain why they chose the movements they did)</li> </ul>
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<b>Texts for independent reading or for class read aloud to support the content</b>	
Informational/Non-Fiction	Fiction
<p><i>Twist with a Burger, Jitter with a Bug</i> -Linda Lowry, pictures by Pat Dypold</p> <p><i>Dance</i>- Bill T. Jones &amp; Susan Kuklin</p> <p><i>Loud, Soft, High, and Low Sound</i>- Natalie M. Rosinski (the science behind sound and easy how to guides for making noise makers/instruments)</p>	<p><i>“Slowly, Slowly, Slowly” Said the Sloth</i>- Eric Carle (AD410L Lexile level)</p> <p><i>Harry and the Lady Next Door (An I Can Read Book)</i>- Gene Zion (350L Lexile level) (good for teaching high/low sounds)</p> <p><i>Don’t Wake Up the Bear</i>- Marjorie Dennis Murray (good for teaching loud/soft comparatives)</p> <p><i>Thump, Thump, Rat a Tat Tat</i>- Gene Baer (good for teaching dynamics)</p> <p><i>Buzz and Ollie Books Set of Three Series: High/Low, Loud/Soft, and Steady Beat</i>- Friendship House Publishers</p> <p><i>Little Tiger is Loud: A Book About Using Your Inside Voice</i>- Susan Hood and Barbara Nascimbeni (Pop-Up book with loud/soft voice use comparisons)</p> <p><i>The Quiet Book</i>-Deborah Underwood</p> <p><i>The Loud Book</i>- Deborah Underwood</p> <p><i>The Loudest Roar</i>- Thomas Taylor</p>

<b>Ongoing Discipline-Specific Learning Experiences</b>				
1.	Description:	Sing like a musician- Musical expression using your voice	Teacher Resources:	<a href="http://www.doreenrao.com/auth_ed-bibliography.html">http://www.doreenrao.com/auth_ed-bibliography.html</a> (Doreen Rao materials) <a href="http://www.pinterest.com/macgurry/vocal-exploration/">http://www.pinterest.com/macgurry/vocal-exploration/</a> (Vocal exploration cards) <a href="http://www.ehow.com/info_7925594_use-pvc-pipes-classrooms.html">www.ehow.com/info_7925594_use-pvc-pipes-classrooms.html</a> (PVC Pipes in Classrooms)
			Student Resources:	N/A
	Skills:	Using a singing voice (rather than speaking voice, head voice vs. chest voice) Singing solo phrases for voice exploration and pitch accuracy Demonstrating pitch accuracy	Assessment:	Students will demonstrate basic vocal skills. <a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</a> (Resource for collecting observational data)

**Colorado Teacher-Authored Sample Instructional Unit**

2.	Description:	Listen like a musician- Using ears to find special elements in music	Teacher Resources:	Possible music excerpts: <i>Peter and the Wolf</i> , <i>Nutcracker</i> <a href="http://www.ehow.com/info_7925594_use-pvc-pipes-classrooms.html">www.ehow.com/info_7925594_use-pvc-pipes-classrooms.html</a> (PVC Pipes in Classrooms) <a href="http://www.learningthroughlistening.org/">http://www.learningthroughlistening.org/</a> (Learning through Listening) <a href="http://www.edutopia.org/blog-five-listening-strategies-rebecca-alber">http://www.edutopia.org/blog-five-listening-strategies-rebecca-alber</a> (5 Ways to Get Students to Listen)
			Student Resources:	PVC Pipe (self-phone)
	Skills:	Active Listening – being able to talk about what is heard using appropriate vocabulary	Assessment:	Students will describe elements heard in a piece of music (tempo, dynamics) <a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</a> (Resource for collecting observational data)
3.	Description:	Express like a musician-Moving and using personal space based upon ways that music makes you feel	Teacher Resources:	<a href="http://room8-adventuresinkindergarten.blogspot.com/2013/02/personal-space.html">http://room8-adventuresinkindergarten.blogspot.com/2013/02/personal-space.html</a> (Personal space resource) <a href="http://missciamanna.blogspot.com/2013/10/personal-space.html">http://missciamanna.blogspot.com/2013/10/personal-space.html</a> (Personal space resource)
			Student Resources:	N/A
	Skills:	Use self-space and shared space for movement	Assessment:	Students will demonstrate safe and respectful use of space. <a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</a> (Resource for collecting observational data)

<b>Prior Knowledge and Experiences</b>
It is expected that students would have some general understanding of emotions and feelings, (happy, sad, excited, calm), opposites, and celebrations (birthdays, parades). It is also encouraged to review ways to safely move throughout a given space (see ongoing learning experience #3) without impeding another student’s learning or comfort level.

<p><b>Learning Experiences # 1 – 8</b>  <b>Instructional Timeframe: Teacher Determined</b></p>
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<b>Learning Experience # 1</b>	
The teacher may lead students in musical experiences (singing, playing instruments, and moving) so that students can begin exploring the range of tempos (fast to slow).	
<b>Generalization Connection(s):</b>	Movement can demonstrate expressive elements

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Teacher Resources:</b>	<p>Example Selections: <i>The Wild Horseman, This is the Way the Ladies Ride, Tortoise and the Hare, Carnival of the Animals, Race You Down the Mountain</i> or other pieces that demonstrate clear instances of fast and slow</p> <p><a href="http://theteachingstudio.blogspot.com/2013/02/rushing-water-lesson-plan-giveaway.html">http://theteachingstudio.blogspot.com/2013/02/rushing-water-lesson-plan-giveaway.html</a> (Preschool Lesson Plan for ways music tells a story)</p> <p><a href="http://www.youtube.com/watch?v=4998QU9XbD0">http://www.youtube.com/watch?v=4998QU9XbD0</a> (Animated video -caterpillar to a butterfly-illustrating fast/slow through Cello Suite No.1 in G Major, BWV 1007:Prelude)</p> <p><a href="http://www.carnegiehall.org/Kindergarten_Musical_Expression_Through_Movement/">http://www.carnegiehall.org/Kindergarten_Musical_Expression_Through_Movement/</a> (Site with videos, listening examples and lesson ideas on expressive qualities in music for Kindergarten )</p>	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	<p>Students will demonstrate understanding of fast and slow.</p> <p><a href="http://tccl.rit.albany.edu/kniit/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/kniit/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</a> (Observational note ideas)</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://bethsmusicnotes.blogspot.com/2012/11/the-tortoise-and-hare.html">http://bethsmusicnotes.blogspot.com/2012/11/the-tortoise-and-hare.html</a> (Website blog sharing ideas for using The Tortoise and the Hare to teach fast and slow in music-has lesson ideas and video clips)</p> <p><a href="http://www.teacherspayteachers.com/Product/Fast-vs-Slow-SortingClassifying-Activity-Kodaly-Based-335347">http://www.teacherspayteachers.com/Product/Fast-vs-Slow-SortingClassifying-Activity-Kodaly-Based-335347</a> (Kodaly Smart Board Activity for Classifying fast and slow)</p> <p><a href="http://www.pinterest.com/pin/522417625494966776/">http://www.pinterest.com/pin/522417625494966776/</a> (Music Classification picture cards idea)</p>	<p>Students may participate in the following activities for understanding:</p> <ul style="list-style-type: none"> <li>• Sing fast and slow</li> <li>• Move fast and slow</li> <li>• Play an instrument fast and slow</li> <li>• Read a story like the Tortoise and the Hare for comparison</li> <li>• Use picture cards to show fast and slow</li> <li>• Use picture cards to connect students demonstrating fast and slow movements</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p>Students may explore tempo terms for fast and slow (e.g. <i>presto, allegro, largo, adagio</i>, etc.)</p>	<p>Students may participate in the following activities for extension:</p> <ul style="list-style-type: none"> <li>• Identify tempo terms in written music.</li> <li>• Write or improvise an original song with fast and slow sections.</li> <li>• Perform contrasting sections on classroom instruments.</li> <li>• Perform a piece that students have already learned in different ways (fast/slow)</li> <li>• Explain why they think a composer used fast or slow music in a particular part/piece</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Expressive elements (high/low, fast/slow, loud/soft, same/different)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Demonstrate and identify expressive elements in music.</li> </ul>	
<b>Critical Language:</b>	Fast/slow, expressive	



**Colorado Teacher-Authored Sample Instructional Unit**

<b>Learning Experience # 2</b>		
The teacher may lead students in musical experiences (singing, playing instruments, and moving) so that students can begin exploring the range of pitches (high to low).		
<b>Generalization Connection(s):</b>	Movement can demonstrate expressive elements.	
<b>Teacher Resources:</b>	Example Selections: <i>Carnival of the Animals, The Snowman/Hot Dog, Acorn Song, Butterfly, Goldilocks and the Three Bears, Artie Almeida's Mallet Madness and Mallet Madness Strikes Again, Higher than a House, The Oxcart from Pictures of an Exhibition</i> or other pieces that clearly demonstrate high and low	
<b>Student Resources:</b>	N/A <a href="http://www.youtube.com/watch?v=ENwxuPqxRBs">http://www.youtube.com/watch?v=ENwxuPqxRBs</a> (Video explaining low and high pitches with science of what makes a high and low sound added) <a href="http://theteachingstudio.blogspot.ca/2010/10/teaching-high-and-low.html">http://theteachingstudio.blogspot.ca/2010/10/teaching-high-and-low.html</a> (Activity for teaching high and low on barred instruments)	
<b>Assessment:</b>	Students will demonstrate understanding of high and low pitches. <a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</a> (Observational note ideas)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.youtube.com/watch?v=JECF2EB3LXU">http://www.youtube.com/watch?v=JECF2EB3LXU</a> (Sesame Street video on high, middle and low singing) <a href="http://1234morestorytimes.wordpress.com/2012/03/16/flanel-friday-two-little-birds/">http://1234morestorytimes.wordpress.com/2012/03/16/flanel-friday-two-little-birds/</a> (Story idea for two little boards sitting on a cloud to model loud and soft and other terms)	Students may participate in the following activities to increase understanding: <ul style="list-style-type: none"> <li>• Sing high and low</li> <li>• Act out or use stick puppet to tell a musical story</li> <li>• Move to high and low pitches (reach for the sky for high pitches, squat for low)</li> <li>• Play an instrument high and low</li> <li>• Use picture cards to show high and low while listening to pitches (sun/bird/plane for high and grass/flowers/ground/water for low)</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may participate in the following activities for extension: <ul style="list-style-type: none"> <li>• Write original song with high and low sections</li> <li>• Perform contrasting sections on classroom instruments</li> <li>• Perform a piece that students have already learned in different ways (high/low)</li> <li>• Explain why they think a composer used high or low music in a particular part/piece</li> <li>• Write a piece using the staff (or modified staff)</li> <li>• Describe instruments that would play high or low sounds</li> </ul>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Expressive elements (high/low, fast/slow, loud/soft, same/different)</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Demonstrate and identify expressive elements in music</li> </ul>
<b>Critical Language:</b>	High/low, expressive

<b>Learning Experience # 3</b>		
The teacher may lead students in musical experiences (singing, playing instruments, and moving) so that students can begin exploring the range of sounds (loud to quiet).		
<b>Generalization Connection(s):</b>	Movement can demonstrate expressive elements.	
<b>Teacher Resources:</b>	Example selections: <i>Lion &amp; Mouse, Russian Dance, Three Billy Goats Gruff, Queen, Queen Caroline, Mortimer (from Mallet Madness), Grizzly Bear, The Old Gray Cat</i> or other pieces that clearly demonstrate loud and quite <a href="http://www.teacherspayteachers.com/Product/Music-Loud-and-Soft-Sounds-PPT-486773">http://www.teacherspayteachers.com/Product/Music-Loud-and-Soft-Sounds-PPT-486773</a> (Power point presentation about loud and soft sounds)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	Students will demonstrate understanding of loud and quiet. <a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</a> (Observational note ideas)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.youtube.com/watch?v=oVlnLWiSGp8">http://www.youtube.com/watch?v=oVlnLWiSGp8</a> (YouTube video of Sesame Street showing differences between loud and soft singing) <a href="http://www.pinterest.com/pin/522417625495925831/">http://www.pinterest.com/pin/522417625495925831/</a> (YouTube video illustrating forte and piano) <a href="http://www.teacherspayteachers.com/Product/Loud-vs-Soft-SortingClassifying-Activity-Kodaly-Based-335355">http://www.teacherspayteachers.com/Product/Loud-vs-Soft-SortingClassifying-Activity-Kodaly-Based-335355</a> Kodaly Smart Board classifying activity for loud and soft)	Students may participate in the following activities to demonstrate understanding: <ul style="list-style-type: none"> <li>Sing loud and quiet</li> <li>Use other examples of loud and quiet (playground voice/inside voice)</li> <li>Move loud and quiet (stomping/tiptoeing)</li> <li>Play an instrument loud and quiet</li> <li>Use picture cards to show loud and quiet while listening (horns honking, whistles blowing, fire alarm stomping/mouse, whisper, tiptoe)</li> <li>Use icons/visual representations of loud and quiet (big dots for loud, small dots for quiet)</li> <li>Improvise music that is loud and quiet</li> </ul>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.pianimation.com/2012/05/30/listening-card-race/">http://www.pianimation.com/2012/05/30/listening-card-race/</a> (example of a listening picture card race activity) <a href="http://www.youtube.com/watch?v=ENwxuPqxRBs">http://www.youtube.com/watch?v=ENwxuPqxRBs</a> (video explaining low and high pitches with science of what makes a high and low sound added)	Students may participate in the following activities for extension: <ul style="list-style-type: none"> <li>• Introduce Italian tempo terms for loud and quiet (e.g. <i>forte</i>, <i>piano</i>, etc.)</li> <li>• Students identify dynamic terms in written music</li> <li>• Discuss instrument design in relation to function of sound (e.g. <i>pianoforte</i> was designed to play <i>piano</i> and <i>forte</i>, brass instruments have big bells to project louder sounds)</li> <li>• Compose music with loud and quiet parts</li> <li>• Perform a piece that students have already learned in different ways (loud/quiet)</li> <li>• Explain why they think a composer used loud/quiet music in a particular part/piece</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Expressive elements (high/low, fast/slow, loud/soft, same/different)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Demonstrate and identify expressive elements in music</li> </ul>	
<b>Critical Language:</b>	Loud/quiet, expressive	

<b>Learning Experience # 4</b>	
The teacher may lead students in musical experiences (singing, playing instruments, and moving) so that students can discover similar/different phrases in a larger (musical) section.	
<b>Generalization Connection(s):</b>	The structure of music can organize movement.
<b>Teacher Resources:</b>	Example Selections: <i>“Spring” from the Four Seasons by Vivaldi, Engine, Engine Number Nine, Hot Cross Buns, Bluebird, Ten in a Bed, Going to the Zoo</i> , or other pieces that clearly demonstrate same and different
<b>Student Resources:</b>	N/A
<b>Assessment:</b>	Students will demonstrate understanding of same and different phrases. <a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</a> (Observational note ideas)

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may participate in the following activities to demonstrate understanding: <ul style="list-style-type: none"> <li>• Sing same and different phrases</li> <li>• Move to same and different phrases (arms in the air for A and arms at sides for B)</li> <li>• Use picture cards to connect students same and different movements</li> <li>• Play an instrument to same and different phrases</li> <li>• When listening to two phrases student will indicate which ones are the same and which ones are different by holding cards up</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.youtube.com/watch?v=FqQi2EEx9QI&amp;feature=listen&amp;playnext=1&amp;list=AL94UKMTqg-9AiQJ1_xkpgYrtnNsvJDDCf">http://www.youtube.com/watch?v=FqQi2EEx9QI&amp;feature=listen&amp;playnext=1&amp;list=AL94UKMTqg-9AiQJ1_xkpgYrtnNsvJDDCf</a> (You tube video combing a variety of musical tempos and dynamics with painting) <a href="http://mrskingrocks.blogspot.com/2011/01/lines-and-spaces-up-and-down.html">http://mrskingrocks.blogspot.com/2011/01/lines-and-spaces-up-and-down.html</a> (Classroom example of distinguishing between lines and spaces and Up/down)	<p>Students may create an artistic rendering based upon music they listen to</p> <p>Students may sequence order of the song using beginning, middle and end</p> <p>Students may perform a piece that students have already learned in different ways (same/different)</p>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Expressive elements (high/low, fast/slow, loud/soft, same/different). Music has structure through repetitive patterns.</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Demonstrate and identify expressive elements in music. Respond kinesthetically to musical phrases.</li> </ul>	
<b>Critical Language:</b>	Patterns, expressive, phrase	

<b>Learning Experience # 5</b>	
The teacher may present instrumental music (recorded or teacher-performed) without lyrics so that students can begin using musical elements (e.g., fast/slow, high/low, loud/quiet, and same/different) to attach meaning/emotion to a (musical) piece.	
<b>Generalization Connection(s):</b>	Expressive elements communicate mood in music.
<b>Teacher Resources:</b>	<p>Example Selections: Tone poems, program music, <i>Pictures of an Exhibition</i>, <i>Night on Bald Mountain</i>, <i>Ballet of the Sylphs</i> from the <i>Damnation of Faust</i> by Berlioz, <i>Hoe Down</i> from <i>Rodeo</i> by Copland, <i>American Salute</i> by Gould, John Williams’ music or other teacher selected appropriate music</p> <p><a href="http://lessonplanspage.com/musicartlaomusicandemotionsunit4partk4-htm/">http://lessonplanspage.com/musicartlaomusicandemotionsunit4partk4-htm/</a> (Lesson Plan ideas for music and emotions)</p>
<b>Student Resources:</b>	N/A

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Assessment:</b>	Students will illustrate what they are hearing by drawing a picture and then explaining their drawing. <a href="http://www.abcteach.com/free/p/port_26pt_line_story.pdf">http://www.abcteach.com/free/p/port_26pt_line_story.pdf</a> (Blank, lined paper with room for illustrations/visuals-great for journal entries) <a href="http://cbutler10.blogspot.com/2012/09/listening-journals.html">http://cbutler10.blogspot.com/2012/09/listening-journals.html</a> (Journal with prompts around music and emotions)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.youtube.com/watch?v=t9WAGkQUULO">http://www.youtube.com/watch?v=t9WAGkQUULO</a> (YouTube Video good for music tempo changes with movement) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=emotions&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=emotions&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Images of emotions-facial expressions)	Students may: <ul style="list-style-type: none"> <li>• Draw to music can include teacher modeling drawing what the music makes them think about</li> <li>• Verbally explain what the music makes you think about</li> <li>• Use movement to express what the music makes you think about</li> <li>• Students point to which emotion or pre-drawn picture they think matches the music they heard</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.pinterest.com/pweisz/artist-kandinsky/">http://www.pinterest.com/pweisz/artist-kandinsky/</a> (Kadinsky, artist)	Students may compose or play a piece of music which illustrates emotion and then explain how emotions are represented in your composition
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Expressive elements (high/low, fast/slow, loud/soft, same/different)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Demonstrate and identify expressive elements in music.</li> </ul>	
<b>Critical Language:</b>	Culture, celebrations, high/low, fast/slow, loud/soft, style, tradition, pattern, expressive, phrase	

<b>Learning Experience # 6</b>	
The teacher may present a dramatically contrasting piece of instrumental music (i.e., one with a markedly different mood from the example used in the previous learning experience) so that students can continue exploring ways to use musical elements to attach meaning/emotion to a (musical) piece.	
<b>Generalization Connection(s):</b>	Expressive elements communicate mood in music.
<b>Teacher Resources:</b>	Example Selections: <i>The Nutcracker Suite</i> , <i>Space Worms</i> , <i>Carnival of the Animals</i> , <i>Peter and the Wolf</i> , <i>The Syncopated Clock</i> , <i>The Wild Horseman</i> , <i>Viennese Musical Clock</i> , “Galop” from <i>The Comedians</i> by Kabalevsky, “Finale” from <i>William Tell</i> by Rossini, <i>The Stars and Stripes Forever</i> by Sousa, <i>The Feelings Book</i> by Ailiki, Second Steps social/emotional curriculum, Jamie Lee Curtis books on emotion or other appropriate selections
<b>Student Resources:</b>	N/A

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Assessment:</b>	Students will connect musical selections to emotions. <a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</a> (Observational note ideas)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.shutterstock.com/cat.mhtml?searchterm=emotions&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=emotions&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Images of emotions-facial expressions)	Students may: <ul style="list-style-type: none"> <li>• Use picture cards to depict different feelings/emotions they relate to during various musical selections</li> <li>• Move differently (up/down, fast/slow) to music with different feelings/emotions</li> <li>• Freeze dance: When the music freezes, freeze with that emotion on your face</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.youtube.com/watch?v=l4WNrvVjiTw">http://www.youtube.com/watch?v=l4WNrvVjiTw</a> (“If You’re Happy” rendition with contrasting emotions)	Student may: <ul style="list-style-type: none"> <li>• Improvise music with contrasting emotions (can add ideas to If You’re Happy song)</li> <li>• Compose music with contrasting emotions</li> <li>• Create a skit or finger play that tells a story created by the music</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Expressive elements (high/low, fast/slow, loud/soft, same/different)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Respond kinesthetically to music phrases. Demonstrate and identify expressive elements in music.</li> </ul>	
<b>Critical Language:</b>	Mood, style	

<b>Learning Experience # 7</b>	
The teacher may juxtapose the instrumental pieces used thus far in the unit so that students can begin comparing the ways in which different (musical) pieces appeal to different emotions and/or make the listener feel different.	
<b>Generalization Connection(s):</b>	Expressive elements communicate mood in music.
<b>Teacher Resources:</b>	Example Selections: <i>The Nutcracker Suite</i> , <i>Space Worms</i> , <i>Carnival of the Animals</i> , <i>Peter and the Wolf</i> , <i>The Syncopated Clock</i> , <i>The Wild Horseman</i> , <i>Viennese Musical Clock</i> , “Galop” from <i>The Comedians</i> by Kabalevsky, “Finale” from <i>William Tell</i> by Rossini, <i>The Stars and Stripes Forever</i> by Sousa, John Freieraband song collections and vocal explorations
<b>Student Resources:</b>	Pictures that represent (loud/quiet, fast/slow, high/low, same/different) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=fast+and+slow&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=fast+and+slow&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Fast and slow images)
<b>Assessment:</b>	Students will select correct pictures that correlate with the musical elements (loud/quiet, fast/slow, high/low, same/different). <a href="http://www.sparklebox.co.uk/thumbs281-285/sb285prev.html#.UxwURD9dWuI">http://www.sparklebox.co.uk/thumbs281-285/sb285prev.html#.UxwURD9dWuI</a> (Music terms card images)

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.youtube.com/watch?v=dNP5BzrBiOg">http://www.youtube.com/watch?v=dNP5BzrBiOg</a> Talking flashcard of feelings video) Picture cards with different feelings/emotions and match them to cards with musical opposites. <a href="http://www.youtube.com/watch?v=UsISd1AMNYU">http://www.youtube.com/watch?v=UsISd1AMNYU</a> (YouTube video of The Feelings Song)	Students May: <ul style="list-style-type: none"> <li>• Draw facial expressions for emotions and musical opposites</li> <li>• Use picture cards with different feelings/emotions and match them to musical opposites</li> <li>• Move to music with different feelings/emotions and different musical opposites</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> <li>• Write the emotion that corresponds with the musical sample</li> <li>• Improvise or compose music using different feelings/emotions</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Expressive elements (high/low, fast/slow, loud/soft)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Demonstrate and identify expressive elements in music</li> </ul>	
<b>Critical Language:</b>	Culture, celebrations, high/low, fast/slow, loud/soft, style, traditions, patterns, expressive, phrase	

<b>Learning Experience # 8</b>	
The teacher may provide (musical) examples with emotional content specific to certain occasions (e.g. “Happy Birthday” song) so that students can understand that music often connects with specific roles and settings.	
<b>Generalization Connection(s):</b>	Cultures convey musical traditions through their dances.
<b>Teacher Resources:</b>	Example Selections: <i>Happy Birthday</i> , marches, lullabies, Halloween songs ( <i>Town Hall Halloween Ball</i> ), Thanksgiving ( <i>Five Fat Turkeys</i> ), work songs ( <i>I’ve Been Working on the Railroad</i> ), days of the week songs, <i>Mulberry Bush</i> , cultural celebrations, winter holiday songs (Christmas, Solstice, Hanukah, Three Kings Day, Santa Lucia, Kwanzaa, St. Patrick’s Day) work songs, lullabies, songs from celebrations around the world (e.g. <i>Go a Tin</i> (Chinese New Year), video games, soundtracks, <i>I’m in Charge of Celebrations</i> by Byrd Baylor or other appropriate literary selections
<b>Student Resources:</b>	N/A
<b>Assessment:</b>	Students will circle an image that corresponds with the music’s purpose. <a href="http://www.freedigitalphotos.net/images/search.php?search=celebrations">http://www.freedigitalphotos.net/images/search.php?search=celebrations</a> (images of celebrations) <a href="http://www.shutterstock.com/cat-8-Holidays.html">http://www.shutterstock.com/cat-8-Holidays.html</a> (images of holidays)

**Colorado Teacher-Authored Sample Instructional Unit**

<p><b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p> <p><a href="http://www.youtube.com/watch?v=Hu_Tpf_yGuo">http://www.youtube.com/watch?v=Hu_Tpf_yGuo</a> (Young Children’s Halloween Song)  <a href="http://www.youtube.com/watch?v=1PTJ4dn6Y88&amp;list=PLvkuHNqzqVChsMwirvbA-RQ-2m4f4n299">http://www.youtube.com/watch?v=1PTJ4dn6Y88&amp;list=PLvkuHNqzqVChsMwirvbA-RQ-2m4f4n299</a> (YouTube Learning Station for children’s holiday songs)  <a href="http://www.youtube.com/watch?v=0kV-6qVp98Q">http://www.youtube.com/watch?v=0kV-6qVp98Q</a> (YouTube video from Sesame Street about Kwanzaa)  <a href="http://www.youtube.com/watch?v=lp3xpaLeasM">http://www.youtube.com/watch?v=lp3xpaLeasM</a> (YouTube video reviewing various holidays celebrated around the world)</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• Use picture cards to connect music to celebrations</li> <li>• Brainstorm different celebrations/purposes for music</li> <li>• Sing music from different celebrations/purposes</li> <li>• Play music from different celebrations/purposes</li> <li>• Students share connections with their own celebrations</li> <li>• Draw a picture to show a celebration that uses music</li> </ul>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p> <p><a href="http://www.pinterest.com/pin/522417625494660895/">http://www.pinterest.com/pin/522417625494660895/</a> (Minions from Despicable Me singing andante and presto examples)</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may:</p> <ul style="list-style-type: none"> <li>• Compare and contrast different music and its purposes/roles they play</li> <li>• Bring in music and/or artifacts that they use in their celebrations</li> <li>• Create music to accompany a real or created event (Halloween or finding a lizard on the way to school)</li> </ul>
<p><b>Critical Content:</b></p>	<ul style="list-style-type: none"> <li>• Why we sing particular songs at a particular season or time.</li> </ul>	
<p><b>Key Skills:</b></p>	<ul style="list-style-type: none"> <li>• Identify and sing songs from a variety of cultures and styles.</li> </ul>	
<p><b>Critical Language:</b></p>	<p>Culture, celebrations, traditions</p>	