

Chatsworth East Music Planner						
<b>Year Level</b>	Whole School (Phase 1 - 4)	<b>Dates/Weeks</b>	7 Oct 31 - Dec 16	<b>Unit Order</b>	2	<b>Within / Outside POI</b> (highlight one)
<b>Central Idea</b>	Celebrations mark significant events and people's beliefs					
<b>Lines of Inquiry</b>	The Universal connections between different cultural celebrations Sharing our unique responses to music Understanding music through signs and symbols					
<b>Summative Assessment</b>	Students learn and perform songs about peace, love and joy for the entire study body, teachers, parents and school community. They watch their performances back to reflect and assess themselves.					
<b>Learning Outcomes</b>	<b>Creating</b>	<b>Responding</b>	<b>Performing</b>	<b>Notation</b>		
	<ul style="list-style-type: none"> <li>* create body movements to go along with the beat of a song (P1)</li> <li>*create a performance plan, with a selected message (peace, love and joy) that includes singing and movement</li> </ul>	<ul style="list-style-type: none"> <li>* move their bodies to express the mood of the music (P1)</li> <li>*discuss what an accompaniment is, identifying reasons people sing and listen to songs with different purposes</li> <li>* continue to distinguish and describe musical elements, melodic patterns and form (repetition and contrast)</li> </ul>	<ul style="list-style-type: none"> <li>* use voice to share a message with the audience (P1)</li> <li>*deliver a musical message to different audiences</li> <li>* continue singing with accuracy and control focusing more awareness on the musical elements</li> <li>* continue responding to directions from a conductor</li> </ul>	<ul style="list-style-type: none"> <li>* read and notate music using basic rhythm values of whole note, half note, quarter note, and eighth note and their corresponding rests.</li> </ul>		
<b>Focus of Unit</b>	<b>Attitudes</b>	<b>Learner Profile</b>	<b>Transdisciplinary Skills</b>	<b>Concepts</b>		
	Appreciation Respect Confidence	Principled Risk-Takers Reflective Communicators	Thinking Skills Communication Skills Self-Management Skills	Connection Function Causation		

**Learning Experiences**  
How best might we learn?

**Tuning In**

Resources for this Unit: I selected songs for the 2011 concert from *Teresa and Paul Jennings* two collections: *Songs of Peace and Joy* and *We Wish You a Swingin' Holiday!* You can find their songs and many other quality teaching songs at Music K-8 (the best part is that most of them are downloadable).

Have students listen to the song they are singing for the concert *three* times. The first time they draw a picture or write what comes to their mind when they listen to the music. The second time listening, they write an adjective(s) to describe the music. And the third listening they write down what is happening in the music using the musical elements of tempo, rhythm, dynamics, articulation and melody.

\* See the attached activity sheet

When the listening activity is finished, ask students to sit in a circle with their sheets and explain how they will share their pictures and adjectives with each other. Make it a point to remind students that we are all unique with different imaginations so be respectful and open-minded of each other because we are being risk-takers by sharing our personal thoughts / ideas. Discuss *how each person has a unique response to Music and it's meaning.*

*The Universal connections between different cultural celebrations*

Celebrations True/False Continuum - Have students work in small groups to put the following statements in a True/False continuum. Celebrations bring families together. Celebrations give us happy memories. Celebrations are fun to look forward to. Some celebrations are more important than others. Celebrations are all about food. We can celebrate using music and songs. Everyone has something to celebrate. Celebrations are too noisy. People from different religions have different celebrations. Celebrations can take place anywhere. Celebrations can help express our beliefs. Celebrations are more important to children than adults.

Ask students to rotate their answer sheets every five minutes - each group can discuss their answers. Were their answers the same/different. This should bring up discussions amongst the groups. Wrap up the discussion with final thoughts about celebrations. What are the universal connections between different cultural celebrations?

**Learning Experiences**  
How best might we learn?

**Finding Out**

*How making sense of musical signs and symbols makes Music more meaningful.*

Introduce the sheet music using only solfege symbols. White out the words of the music and write in the solfege. Depending on the skill level of your students, you may ask them to write it in themselves. Remind students that solfege is a system developed to help read the pitch level of the notes and it helps us with where pitch is in relation to each note. Sing through the song using solfege and echoing small phrases. Look for repeated patterns and the shape of the melody.

Ask the students if they have any questions about the signs and symbols on the Music. Some may know the staff, treble clef, key and time signatures, dynamic signs, etc... from outside private lessons and can teach them to the class.

Reinforce the signs and symbols throughout the Unit by using various activities. Ask students to develop their own board games to reinforce note values, signs and their meanings as homework. Make a giant staff using bamboo sticks or tape on the floor for the lines and bean bags for the notes and play a game where they have to put their bean bag on the 1st line, 2nd line, 3rd space, etc... Play Music Bingo, Music Monopoly, anything that will help them discover, find out, reinforce their theory and note reading skills.

When students are familiar with the melody using solfege, sing through the song with the words. Ask questions about the meaning of the words. What is the message of this song? Why do you think the composer wrote the song? How do you feel when you sing the song? Does it bring up any emotions, memories and feelings?

**Making Conclusions /  
Taking Actions**

Two weeks before the concert, record the students. I use the Q3 Zoom - a Handy Video Recorder - the video is okay but the sound is fantastic. It's also immediate playback if you have a projector hooked up to a computer because it has a USB attached to it that you put into the computer and open the file right away.

Ask students to watch themselves and do a pre-concert reflection (see the attached sheets).

Ask students to create a performance plan. What order would you put the songs in? Why would you put them in that order? Could you write a script that would connect the songs together and keep the audience interested between songs?

Perform the songs in a concert and video each performance. The following week, ask the students to watch themselves perform and reflect on their performances. How did they feel during the performance? By looking at the video, can you tell you feel that way? How did you look when you were performing and what did you sound like? What did you like about your performance? What would you do differently next time you perform?

What did you learn from this unit about...universal connections, unique responses to music and musical signs and symbols?

Name \_\_\_\_\_

## *Imagine*

1. Draw a picture or write what comes to your mind when you listen to the music.

## **Describe**

2. Use an adjective or adjectives to describe the music.

## *Music*

3. What is happening in the music?

**Tempo** - The tempo is...

**Rhythm**

**Dynamics**

**Articulation**

Name \_\_\_\_\_

# Peace Love Joy

## Performance Reflection

Think back to your performance of \_\_\_\_\_ at the December Concert and answer the following questions. I love this quote about reflecting... *Seeing yourself as you want to be is the key to personal growth.* **Unknown Author**

1. How did you feel when you were performing? \_\_\_\_\_

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2. Why did you feel this way? \_\_\_\_\_

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3. How did you look when you were performing? \_\_\_\_\_

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4. What did you like about the performance?

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5. What would you do differently next time?

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## December Concert Pre-Concert Assessment

Our class is using our best singing voices, without shouting or singing out of tune.		Our class is singing the words clearly so that the audience can understand what we are saying.		Our class is performing the motions correctly and all together.		Our class stands on the stage quietly with everyone facing forward.	
							
							

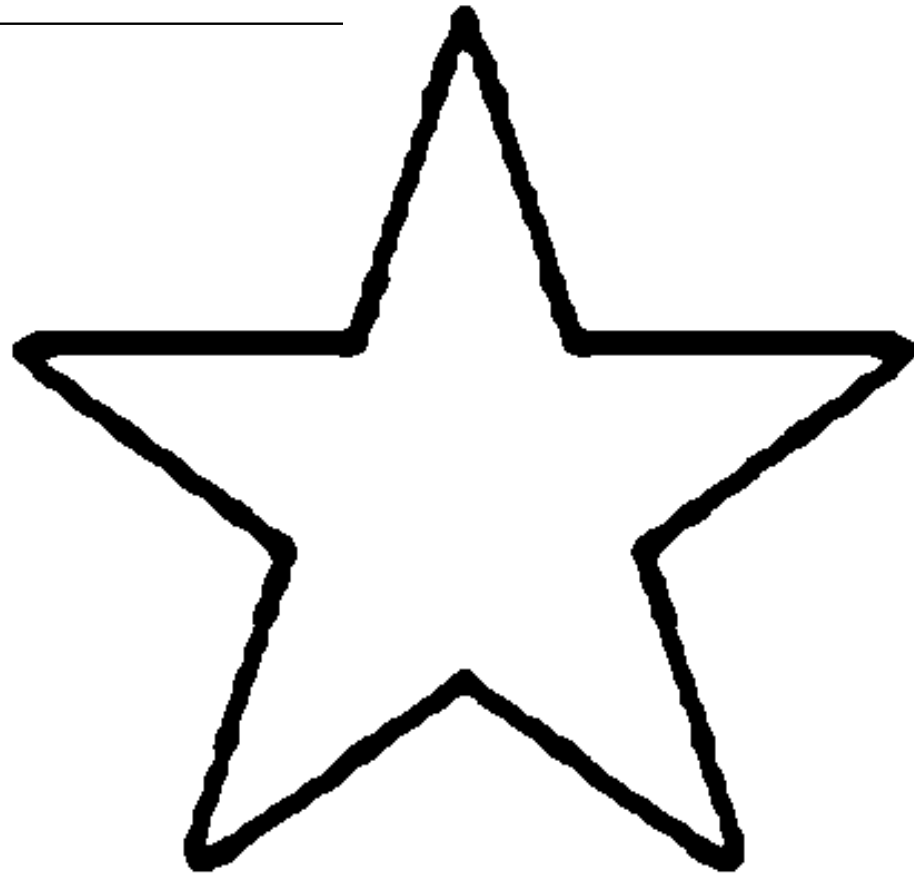
What we really like about our performance:

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What we want to do differently for the concert:

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Name \_\_\_\_\_



I am a SUPER STAR because...  
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My name is....

This is me on stage...

