

**Understanding by Design Unit Template**

<b>Title of Unit</b>	Active Listening/Voice Types/Singing Voice	<b>Grade Level</b>	K-2
<b>Curriculum Area</b>	Music	<b>Time Frame</b>	2 weeks
<b>Developed By</b>	Sarah Johnston		

**Identify Desired Results****Content Standards**

## **Expression of Music-**

### **Kinder**

- 1.a. distinguish between speaking and singing voice.
- 1.b. Sing a variety of simple songs and singing games.
- 1.c. echo and perform simple melodic and rhythmic patterns.
- 1.d. Demonstrate basic performance skills and behaviors.

### **First Grade**

- 1.a. Use head voice to produce a light, clear sound.
- 2.a. Echo sing 4-beat patterns of SML pitches.

### **Second Grade**

- 2.a. Echo sing 4- and 8-beat patterns of DRMSL pitches.

## **Creation of Music-**

### **Theory of Music**

#### **Kinder**

- 3.a. Identify male/female voices.
- 3.b. Describe vocal and instrumental sounds using personal vocabulary.

#### **First Grade**

- 3.b. Identify and demonstrate singing, speaking, whispering, shouting voices.

#### **Second Grade**

- 3.b. Demonstrate the difference between singing, speaking, whispering, shouting voices.

## **Aesthetic Valuation of Music:**

### **Kinder**

- 1.a. Respond to a live performance with appropriate audience behavior.
- 1.b. Respond in a respectful manner when listening to a variety of music.
- 3.b. Listen to and respond to various musical styles

### **First Grade**

- 1.a. Participate appropriately in music activities that involve sharing/taking turns.
- 1.b. Reflect on the performance of others.
- 1.c. Demonstrate audience behavior appropriate for the context and style of music performed.
- 2.a. Create movements that reflect focused listening.

### **Second Grade**

- 1.a. Recognize and demonstrate appropriate audience behavior.
- 1.b. Contribute to a group effort of listening to music.
- 2.d. Respond to a live performance with appropriate audience behavior.
- 3.b. Recognize and demonstrate interest in listening to several types of music.

**Understandings**

**Essential Questions**

<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>
<p>Students will understand that Music can be experienced actively or passively as a listener. Active, focused listening is required to understand the elements of music. As an art that deals specifically with sound, it is important for each individual to assist in providing an environment that is appropriate for the given situation. Everyone can respond to music in meaningful ways. Correct vocal techniques are necessary to produce high-quality music and to maintain a healthy voice.</p>	<p>What makes music enjoyable? How is music like a language that helps us communicate?</p>	<p>What is active listening? What is the difference between active and passive listening? Why is it important to listen actively to music? What should I listen for? What makes music interesting to listen to? What are the kinds of voices I can use? What is the difference between speaking/singing/whispering/shouting? What makes a good singing voice? Why do instruments and voices sound different? When is it appropriate/not appropriate to talk while music is being heard? Why is important to listen respectfully to live performances? In what ways will my hearing assist me when listening to a song?</p>
<p><b>Knowledge</b> Students will know...</p>		
<p>Music Vocabulary: Active Listening, Passive Listening, singing, speaking, whispering, shouting, audience</p>		
	<p><b>Skills</b> Students will be able to...</p>	
	<p>Identify situations in which it is appropriate to listen actively and passively <b>Identify male/female voices.</b> Identify the voices types, singing, speaking, whispering, shouting Articulate what makes a good singing voice Demonstrate appropriate audience behavior/contribute to a group effort of listening to music <b>Echo sing 4-beat patterns of SML pitches.</b> <b>Echo sing 4- and 8-beat patterns of DRMSL pitches.</b></p>	
<p><b>Situation</b></p>	<p>Students will be given the opportunity to demonstrate active listening and appropriate audience behaviors by listening to a live performance of music.</p>	
<p><b>Product/Performance</b></p>	<p>By contributing to a group effort of listening to music, students will act as listener during a live performance.</p>	
<p><b>Standards</b></p>	<p>Audience Behavior Rubric</p>	
<p><b>Other Evidence</b></p>	<p>Teacher observation during activities</p>	

<b>Learning Plan</b>	"The Process"
<b>Teacher-Led Activities</b>	<ol style="list-style-type: none"> <li>1. Introduce Timothy Mouse and tell story, label ACTIVE LISTENING, chart behaviors required for ACTIVE LISTENING.</li> <li>2. TIMOTHY GAME</li> <li>3. Chart Active/Passive listening and discuss situations for each</li> <li>4. Introduce poem, Discuss 4 voice types and perform poem using all</li> <li>5. GK CD01:26 Soundcheck – P. T31 Echoing: Four Kinds Of Voices "</li> <li>6. Singing Practice, echoing voice cards/SML/SMLRD patterns depending on grade level</li> <li>7. Singing Favorites PPT, pre-assess vocal development by passing around "microphone"(DVR)</li> <li>8. Discuss and Chart audience behaviors</li> <li>9. Explain performance opportunity and why students will be videotaped.</li> <li>10. Assessment during live performance.</li> </ol>
<b>Student Centered Activities</b>	
<b>Resources</b>	Timothy Mouse puppet, chart paper, Voice Cards, recording " Soundcheck – P. T31 Echoing: Four Kinds Of Voices", PPT, projector, DVR, video camera
<b>Student Assessment Strategy</b>	The student knowledge of the subject of active listening/voice types will be assessed by Audience Behavior Rubric, Digital Voice Recording of singing voice with Vocal Development Rubric, and teacher observation of classroom activities.

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