

**Understanding by Design Unit Template**

<b>Title of Unit</b>	Musical Opposites- Same/Different Patterns	<b>Grade Level</b>	K/1
<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.c. echo and perform simple melodic and rhythmic patterns.**
- 1.d. Demonstrate basic performance skills and behaviors.**

**Creation of Music-**

**Theory of Music**

**Kinder**

- 1.a. Use personal vocabulary to describe musical opposites(same/different).**
- 2.a. Aurally identify same/different patterns and phrases.**
- 2.b. Use movement to interpret musical phrases.**

**Aesthetic Valuation of Music:**

**Kinder**

- 1.b. Respond in a respectful manner when listening to a variety of music.**
- 3.b. Listen to and respond to various musical styles**

<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>

<p>Students will understand that music has patterns and phrases that are the same and different. A variety of patterns occur in music and the world around us. Most musical compositions have a certain structure.</p>	<p>What makes music enjoyable? How is music like a language that helps us communicate?</p>	<p>What is a phrase? What makes a song have a pattern? What should I listen for? What makes music interesting to listen to? 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: Phrase, pattern, same, different, AB form</p>		
<p><b>Skills</b> Students will be able to...</p>		
<p>Identify phrases that are the same/different Sing and move to music to show same/different phrases Label and Aurally identify AB form Identify other things in life that have an AB pattern</p>		
<p><b>Situation</b></p>	<p>Students will be given the opportunity to demonstrate knowledge of same/different phrases by creating contrasting movements to a piece of music with AB form.</p>	
<p><b>Product/Performance</b></p>	<p>By contributing to a group effort of moving to music, students will act as creator/performer during a classroom assessment opportunity.</p>	
<p><b>Standards</b></p>	<p>AB Movement Rubric</p>	
<p><b>Other Evidence</b></p>	<p>Teacher observation during activities, Same/different worksheet, pattern worksheet</p>	

<b>Learning Plan</b>	"The Process"
<b>Teacher-Led Activities</b>	
<b>Student Centered Activities</b>	
<b>Resources</b>	
<b>Student Assessment Strategy</b>	The student knowledge of the subject of same/different phrases will be assessed by creative movement, teacher observation of activities, and completion of worksheets during classtime.

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development

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