

**Curriculum Development Overview  
Unit Planning for 1<sup>st</sup> Grade Music**

<b>Unit Title</b>	Be a Singing Star		<b>Length of Unit</b>	Instructor Choice
<b>Focusing Lens(es)</b>	Exploration	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	MU09-GR.1-S.1-GLE.1 MU09-GR.1-S.2-GLE.1 MU09-GR.1-S.3-GLE.1, MU09-GR.1-S.3-GLE.3, MU09-GR.1-S.3-GLE.4 MU09-GR.1-S.4-GLE.1, MU09-GR.1-S.4-GLE.2, MU09-GR.1-S.4-GLE.3	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What makes a singing voice good? (MU09-GR.1-S.1-GLE.1) and (MU09-GR.1-S.2-GLE.1) and (MU09-GR.1-S.3-GLE.1,3,4) and (MU09-GR.1-S.4-GLE.1,2,3)</li> <li>• What makes voices interesting?</li> <li>• Why and when do you use different voices?</li> <li>• How do different voice qualities contribute to musical experiences?</li> </ul>			
<b>Unit Strands</b>	Expression, Creation, Theory, Aesthetic Valuation			
<b>Concepts</b>	Technique, Expression, Improvisation, Vocal Tone Color			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Vocal tone colors convey expression (i.e. sing, speak, whisper, shout). (MU09-GR.1-S.1-GLE.1-EO.a) and (MU09-GR.1-S.2-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3-EO.b) and (MU09-GR.1-S.4-GLE.3-EO.b)	How many voices are illustrated in the song “Peanut Butter” (or insert song here)? Do all voices sound the same? What ways are characters depicted in stories, poems, rhymes?	What makes voices sound different? How does voice tone color convey characters or emotion? Why is it important for different characters to have different vocal tone color?
How a singer produces sound determines vocal tone color. (MU09-GR.1-S.1-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3,4)	How does breath control effect voice quality? Can students identify the difference between head voice and chest voice? Can students demonstrate head voice and chest voice?	How do you produce a singing voice? Why do voices sound different?

**Curriculum Development Overview  
Unit Planning for 1<sup>st</sup> Grade Music**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Ways to produce head voice in singing (MU09-GR.1-S.1-GLE.1-EO.a)</li> <li>• There are multiple vocal tone colors (i.e. speaking, singing, whispering, and shouting). (MU09-GR.1-S.3-GLE.3-EO.b)</li> <li>• Similarities and differences among vocal tone colors (MU09-GR.1-S.3-GLE.3-EO.b)</li> <li>• Know that different characters can have different tone colors (MU09-GR.1-S.2-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3-EO.b)</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with a light, clear sound (head voice) (MU09-GR.1-S.1-GLE.1-EO.a)</li> <li>• Sing a variety of songs using their head voice (MU09-GR.1-S.1-GLE.1, 2) and (MU09-GR.1-S.4-GLE.1)</li> <li>• Demonstrate a variety of vocal tone colors (MU09-GR.1-S.1-GLE.1-EO.a) and (MU09-GR.1-S.2-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3-EO.b)</li> <li>• Compare and contrast vocal tone colors (MU09-GR.1-S.1-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3-EO.b)</li> <li>• Watch the conductor to know when to start and stop singing or playing (MU09-GR.1-S.1-GLE.1-EO.c)</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>The voice is an instrument that makes different vocal tone colors.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Singing, produce, breath</p>
<p><b>Technical Vocabulary:</b></p>	<p>Head voice, chest voice, light voice, instrument, speaking, singing, whispering, shouting</p>