

**LISBON SCHOOL DEPARTMENT  
UNIT DESIGN OUTLINE**

Unit Title: Singing- Simple Songs, Circle Games, Fingerplays, and Action Songs  
Unit Designers: Jonathan Carsely, Matt Watras  
Level(s): First Grade Time Span: Year Long

**Content Area:**

Career Prep       Health/PE       M&C Languages       Social Studies  
 English Language Arts       Mathematics       Science & Tech       Visual & Perf. Arts

**Summary of Unit:**

Students will continue engaging their singing voices (head voice). Engaging the head voice is the focus of pitch exploration, echo, and call and response. Using the head voice and pitch accuracy are reinforced in this unit through participation activities including simple songs (children's songs with limited vocal range), circle games, finger play songs, action songs, and play party songs.

This unit is a continuation of the Kindergarten unit. Songs and games in this unit may contain longer and/or more complex musical phrases. The games may also be of a more complex and challenging nature.

**Content Standards/Performance Indicators:**

National Standards:

1. Singing, alone and w/ others, a varied repertoire of music (1a, 1b, 1d, 1e).
2. Performing on instruments, alone and with others, a varied repertoire of music (2b, 2d, 2e, 2f)
3. Improvising rhythm patterns within a given meter (3a, 3c)
4. Composing music within specified guidelines (4b, 4c)
5. Reading and notating music (5a, 5d)
6. Listening to, analyzing, and describing music (6a, 6b)
7. Evaluating music and music performance (7a)
8. Understanding relationships between music, the other arts, and disciplines outside the arts (8a, 8b)
9. Understanding music in relation to history and cultures (9e)

**Maine Learning Results**

**Music**

A1. Students accurately perform a short musical selection, both instrumentally and vocally, while modeling proper posture and technique, alone or with others.

A3. Students listen to and identify elements of music including meter and simple form and attributes including loud/soft, fast/slow, high/low, and long/short beat and steady/strong beat.  
B. Creation, Performance, and Expression- Music: Students create, perform, and express through the art discipline.

B1. Students create or perform short musical selections of various styles and genres accurately applying selected knowledge and skills of: proper posture and technique; notation; symbols; and terminology of dynamics.

### Dance

A2 Space- Students demonstrate space concepts including high/low, forward/backward, near/far, and personal space and wide/narrow, and stretched/curled/twisted shapes.

A3 Time- Students replicate tempo change using body movement.

A5 Movement- Students identify and demonstrate locomotor and non-locomotor/axial skills.

### Key Knowledge And Skills Students Will Acquire:

(As a result of this unit, students will know/ understand/ be able to ....)

#### Knowledge

Pitch is sound that is either high or low

Build repertoire of songs and musical games

Notes can follow patterns such as a scale

#### Skills

Hear and identify high or low sounds

Engage head voice

Match pitch with some accuracy

### How students will provide evidence of their understandings:

(Formal and informal assessments – please be specific)

Students will sing alone and with others while participating in class activities. The expectation is that students will be able to match pitch with some accuracy. Students will be able to sing something (preferably a simple song with limited range) using a head voice and with a fair amount of accuracy such that the tune is recognizable.

This will be achieved by activities including pitch exploration, echo songs, simple songs (children's songs with limited vocal range), circle games, finger play songs, action songs, and play party songs.

As the classroom activities tend to rotate monthly, students are given informal assessments when beginning new activities. The teacher may formally assess student performance after students have developed familiarity with the content.

Informal Assessments are rehearsing or practicing parts of a song.

Formal Assessments are equivalent to performances. Students will be assessed in the vocal accuracy of singing alone or as a group.

### Key Pre-Requisite Knowledge and Skills:

(Before beginning this unit, students should know/ understand/ be able to ...)

#### Knowledge

Age appropriate vocabulary

Age appropriate concepts such as colors, numbers, and objects

Skills

Age appropriate conversational skills  
Age appropriate interpersonal skills

**Enduring Understandings:**

(To be used as an instructional tool with students. This includes a concept/ theme/issue (the ‘big idea’) that can transfer to other topics, fields, and adult life. Enduring Understandings are purposefully broad and are deliberately framed as a generalization. For example, *Change causes conflict* or *Accurate planning and measurement saves time, money and waste*)

1. A singing voice is different than a speaking voice.
2. A singing voice contains notes or pitches that vary in range from high to low.
3. A speaking voice uses sound that is unpitched.
4. A singing voice is used for songs and melodies.

**Essential Questions that Guide and Focus This Unit:**

1. How is a speaking voice different than a singing voice?
2. Are there many different pitches or notes in a singing voice?
3. Which kind of voice uses sound that is unpitched?
4. Which kind of voice is used to create songs and melodies?

**Overarching Question(s): (OPTIONAL)**

(To be used as an instructional tool with students. An overarching question recurs naturally throughout one’s learning and in the progressive teaching of a subject, has no obvious “right” answer, is deliberately framed to provoke and sustain student interest, and raises important questions. For example, *What is the American Dream (is it fact or fiction)?*, *How has changing technology changed society?*, *Why do we need beliefs and values?*, or *What makes a “good decision” good?*)

See Attached Document

**Teaching And Learning Experiences Used To Help Students Understand:**

(Activities, varied grouping structures, etc.)

This will be achieved by activities including pitch exploration, echo songs, simple songs (children’s songs with limited vocal range), finger play songs, action songs, and play party songs.

The instructor will also use explanation and demonstration for speaking voice and singing voice. Question and answer are also tools to use to help students understand singing voices.

**How technology will be used to increase student achievement:**

iTunes can be used to store and organize listening examples into class playlists.

Laptops or ipods can be used to play listening examples through a sound system.

**Instructional Resources:**

Various Objects or Toys for Pitch Exploration Activities (Flashlight, Whirly gig, Slide Whistle, Pitch Path Cards, etc.)

*First Steps in Music Education, Beginning Circle Games, Rhythmically Moving, FingerPlays and Action Songs, Book of Echo Songs-* John Feierabend

Additional authentic folksong sources: *My Little Rooster, Bought Me a Cat, John the Rabbit, and Little Black Bull* by Jill Trinka, James Forseth *Tonal Flashcards, 120 Singing Games & Dances for Elementary School* (Lois Choksy & David Brummitt)

Whiteboard/chalkboard, markers/chalk, pitched and un-pitched percussion, paper and writing tools for notation and composition.

Attach a copy of the unit assessment, including a STANDARDS-BASED rubric or criteria for evaluation of student achievement.