

Overview – “Listen Up!” – Grade 1

Context:

This unit focuses on [timbre](#) by exploring the fundamental concepts of sound quality. Through such exploration, students are provided rich opportunities to create, perform, listen, reflect, and respond using [The Creative Process](#). (www.edu.gov.on.ca/eng/curriculum/elementary/arts.html). As students explore the qualities of sound, they will also develop their understanding of the elements of music related to: [duration](#) (i) steady even beat and (ii) long and short patterns of sound; [tempo](#) (fast/slow); [pitch](#) (high/low); and [dynamics](#) (loud/soft).

Through responding to their own and others' work, students will develop and exercise their critical thinking and analytical skills, such as perceiving and interpreting how the elements of music contribute to the meaning and mood of music using [The Critical Analysis Process](#). (www.edu.gov.on.ca/eng/curriculum/elementary/arts.html).

This unit provides a cross curricular link to [Grade 1 Language curriculum](#), (www.edu.gov.on.ca/eng/curriculum/elementary/language.html) specifically the Overall Expectations of Oral Communication:

OE1 – SE1.1, SE1.2

OE2 – SE2.2, SE2.5

Reading:

OE1 – SE1.8

OE4 – SE4.2

Lessons in this unit can be taught over the course of an entire year. They should be delivered in their sequential order, since one builds on the former and connects or leads to the next.

Readiness:

Each lesson contains a readiness section listing critical background experiences for the lessons

Summary:

The very rich variety of sound qualities allows a wide range of responses and choices when working in this unit. Students will explore vocal sounds, body percussion (such as patsching, snapping), non-pitched percussion instruments, found and environmental sounds.

Through the exploration and manipulation of a variety of sound sources, by the end of this unit, students will be able to:

- differentiate between a variety of sound sources;
- understand the difference between their singing and speaking voice and begin to develop in-tune singing;
- develop a greater awareness of sounds they hear in their daily lives;
- through the use of sound, develop an understanding of elements of music: timbre (tone quality), duration (long/short), pitch (high/low), tempo (fast/slow), and dynamics (loud/soft);
- demonstrate how their choice of sound and the way the sound is made can alter expression (e.g. playing an instrument at a faster tempo or louder dynamic may heighten the feeling of excitement);
- through creating their own (found) instruments develop a basic awareness of how the quality of a sound is determined by the structure (materials, size) of the instrument producing the sound;
- apply the elements of music such as duration, pitch, dynamics, timbre and related concepts (e.g. beat vs. rhythm pattern) when creating simple accompaniments and compositions,
- communicate their feelings, ideas, and understandings in responses to music; demonstrate understanding that sound can be represented by symbols.

themselves to be successful. At the grade one level, it may be necessary for the teacher to provide those experiences.

Expectations

C1. Creating and Performing: apply [The Creative Process \(pages 19-22\)](#) to create and perform music for a variety of purposes, using the elements and techniques of music;

C2. Reflecting, Responding, and Analysing: apply [The Critical Analysis Process \(pages 23-28\)](#) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.

Unit Guiding Questions

1. How can we use a variety of sounds to create different moods and effects?
2. How do different sounds affect our feelings or reactions and those of others?
3. What do you see, imagine, taste when you listen to a specific sound?
4. Can we recognize times or places in our daily lives or our communities through sounds?

Lesson Guiding Questions

Lesson/Activity 1:

- How many different [animal] sounds can we make with our voices?
- Where does our speaking/singing voice live?

Lesson / Activity 2:

- How can we use body percussion to keep the beat, make rhythmic patterns, and to create simple accompaniments [ostinati] to songs?

Lesson / Activity 3:

- How can we use sounds to effectively replace words in a story or poem?

Lesson / Activity 4:

- What things do we need to know in order to make our own instruments and use them effectively?

Lesson / Activity 5:

- What kinds of choices can we make when we create a story using only sound?

Lesson / Activity 6:

- How can we make a picture of the different sounds we used in our soundscape?
Is it easier to perform a soundscape using a score (series of symbols) to guide us?

Assessment and Evaluation: How will students demonstrate their learning?

Assessment of Learning:	Culminating Performance Activity: <p>Students will be evaluated using the culminating activity outlined in Lesson 6: "Can You Read a Sound?"</p> <ul style="list-style-type: none">• Self, peer, and teacher feedback at all stages of The Creative Process (pages 19-22) will support creativity in planning, exploring, performing, revising, and reflecting.• From the preliminary work in the soundscape, which they created as a class, students will be guided to revise and refine the work through teacher feedback and peer evaluation.• Students will then create a score that conveys what sound sources and qualities of sound are used to perform the soundscape and demonstrate how those sounds are used effectively by using elements of music. (see "Terminology" section in each lesson)• A final rubric will be used to evaluate the score itself and the performance.
Assessment for Learning	Four Checkpoints Check Point #1/Lesson 1 <ul style="list-style-type: none">• Teacher, through observation, will assess students' ability to describe and perform a variety of sounds with their voice.• Students will self-assess and teacher will assess students' ability to differentiate between using their singing voice to perform simple songs and their speaking voice to chant or perform spoken word, such as a poem. Teacher Resource 3 Vocal Sounds Criteria Checklist Check Point #2/Lesson 2 <ul style="list-style-type: none">• Teacher will assess and provide feedback on the students' understanding of beat and simple rhythmic patterns while students perform simple accompaniments (ostinati) to familiar songs.• Peers will evaluate and provide feedback on how tone colour of body percussion can be used for different purposes and effects. Check Point #3/Lesson 3 <ul style="list-style-type: none">• Self evaluation and peer and teacher reflection with feedback will serve to assess the effective use of non-pitched instruments to create sounds for different purposes, through sound substitution and accompaniment to songs and stories.

	<p>Check Point #4/Lesson 5 (may also be used in Lesson 6)</p> <ul style="list-style-type: none"> • Peers and teacher will provide feedback and evaluation of the Soundscape performance. • Self-reflection, self-evaluation, and feedback from others will affect the revising and refining. • Teacher will provide feedback and evaluation to help students identify their strengths and areas of growth as both performer and audience member.
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Unit Lessons: How will assessment and instruction be organized for learning?		Approx. Duration 1 class = 30 minutes
Lesson 1	<p>Lesson 1 All Around My Voice</p> <p>Through exploring vocal sounds (spoken and sung) and how to use vocal sounds for a variety of purposes (e.g.: characterization, mood, feelings, etc.), students will demonstrate the difference between their speaking and singing voice and will begin to develop their singing voice.</p>	# classes 8
Lesson 2	<p>Lesson 2 Snap, Clap, and Tap</p> <p>Students will learn a variety of body percussion sounds and their terminology. They will use body percussion to keep a steady beat, demonstrate an understanding of rhythmic patterns, and learn to differentiate between beat and rhythmic pattern. Students will select and effectively use a variety of body percussion (BP) to create simple accompaniments to songs.</p>	# classes 6
Lesson 3	<p>Lesson 3 Scrape, Shake, and Strike</p> <p>In this lesson, students will begin their hands-on exploration of basic non-pitched percussion instruments. They will analyze the timbre (tone qualities) of various instruments and use them as an effective means of expression. Using a poem or story, students will explore sound substitution for words of text.</p>	# classes 10

Lesson 4	<p>Lesson 4 The Blue Box Band</p> <p>Here, students will develop an awareness of found and environmental sounds, and create a basic percussion instrument (shaken, struck, or scraped) from recycled and found materials. They will articulate the properties of the sound of the instrument they made, be able to demonstrate its use, and creatively explore other elements of music, such as dynamics, tempo, etc.</p>	<p># classes</p> <p>10</p>
Lesson 5	<p>Lesson 5 Soundscape</p> <p>Students will make choices for sound substitution from all sound sources they have explored to this time, i.e. vocal, body percussion, non-pitched percussion instruments, and found sounds. They will explain their choice by articulating the relationship of the chosen sound and the word or action it expresses. From there, as a whole group, students will generate their own idea or scene and through the use of their sound repertoire, will play out the idea or scene in its entirety through the use of sound and action alone (using no traditional words or text). They will reflect and critique their soundscape by determining what worked well and upon what could be improved.</p>	<p># classes</p> <p>6</p>
Lesson 6	<p>Lesson 6 Can You Read a Sound? (<u>culminating performance activity from Lesson 5</u>)</p> <p>Having made improvements to their original soundscape created in Lesson 5, students will determine what their soundscape would look like if they used symbols to represent each sound and how that sound was being made (e.g. quietly, quickly, getting faster, slower, louder softer, etc.).</p> <p>They will then perform their revised and improved soundscape while reading from the score.</p>	<p># classes</p> <p>7</p>