



@X-PlorationModel - Check us out on Twitter!!

X-Ploration Lesson #7 is the 3rd and final **VAPA : Music** lesson for this year. Primary students will be experiencing and discussing when and where they might hear particular types of music. When is it appropriate for music to be loud or soft? Fast or slow? Students will then be using a variety of small instruments to practice what they have learned about beat, rhythm and dynamics to play together. Upper grade students will review the learning from previous lessons with creating a steady beat in music. They will then use small instruments to perform a musical arrangement with a purposeful tempo, rhythm, and melody.

Please remember that the standards for VAPA: Music allow for students to participate with each other using beat, rhythm, and music in a way that might be louder than normal within the classroom. X-Ploration teachers are aware of the classrooms around them and will do their best to keep the noise appropriate to the VAPA lesson being presented. Thank you so much!

Essential Questions:

TK/K: Where do we hear music? Why do we perform music?

1/2: Where do we hear music? Why do we perform music?

3: How do tempo, rhythm, and melody combine to make music for a specific purpose?

4: How do tempo, rhythm, and melody combine to make music for a specific purpose?

5: How do tempo, rhythm, and melody combine to make music for a specific purpose?

Vocabulary includes:

TK/K: beat, tempo, dynamics, melody

1/2: chant, rhyme, melody, rhythm, beat, dynamics, tempo

3-5: composition, instrumentation, arranging, timbre, beat, tempo, rhythm, melody

Supplies Needed: No supplies are needed for this lesson. X-Ploration teachers will be providing small instruments for each student to use during the lesson.

PE: Lesson #7 PE is our first VAPA : Dance lesson for the year. Students will

VAPA Standards Covered:

PK or K.MU:Pr4.1 With substantial guidance (TK) or guidance (K), demonstrate and state personal interest in varied musical selections

PK or K.MU:Pr 6b With substantial guidance(TK) or guidance (K), demonstrate performance decorum appropriate for the audience

PK or K.MU:Re7.2 With substantial guidance (TK), explore musical contrasts in music. With guidance (K), demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

PK or K .MU:Cn11 With substantial guidance (TK) explore connections between music and culture With limited guidance (K) share connections between music and culture.

1.MPU:Pr4.1 With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

1.MU:Pr6b With limited guidance demonstrate performance decorum and audience etiquette appropriate for purpose.

1.MU:Re7.2 With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

1.MU:Cn11 With guidance discuss connections between music and culture

2.MU:Pr4.1 Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

2.MU:Pr6b Demonstrate performance decorum and audience etiquette appropriate for purpose

2.MU:RE7.2 Describe how specific music concepts are used to support a specific purpose in music.

2.MU:Cn11 Describe connections between music, society, and culture

3.MU:Cr.1a. Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (such as personal and social).

3.MU:Pr.4.1. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

3.MU:Re7.1 Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

4.MU:Cr.1a Improvise rhythmic and melodic and harmonic ideas and explain connection to specific purpose and context (such as personal and social.)

4.MU:Pr.4.1. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

4.MU:Re.7.1 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

5.MU:Cr.1a. Improvise rhythmic and melodic and harmonic ideas and explain connection to specific purpose and context (such as social, cultural, and historical).

5.MU:Pr.4.1. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, as well as their personal and others' technical skill.

5.MU:Re.7.1 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

VAPA : Dance Standards Covered

PK.DA.Cr1 a. Respond in a movement to a variety of sensory stimuli (e.g. music/sound, visual, tactile).

PK.DA.Cr.1 b. Find a different way to do several basic locomotor and non locomotor movements.

PK. DA. Cr. 2 b. Engage in dance experiences moving alone or with a partner.

K.DA.Cr.1 a. Respond in movement to a variety of stimuli (e.g., music/sound, text objects, images, symbols, observed dance).

K.DA.Cr.1 b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.

K.DA.Cr2 a. Improvise dance that has a beginning, middle and end.

K.DA.Cr.2 b. Express an idea, feeling or image, through improvised movement alone or with a partner.

1.DA.Cr1 a. Explore movement inspired by a variety of stimuli (eg.,music/sound, text, objects, images, symbols, observed dance, experiences)

1.DA.Cr1 b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.

1.DA:Cr2 a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.

1.DA:Cr2 b. Choose movements that express an idea or emotion, or follow a musical phrase.

2.DA.Cr1 a. Explore movement inspired by a variety of stimuli (eg., music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.

2.DA.Cr1 b. Combine a variety of movements while manipulating the elements of dance.

2.DA:Cr2 a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.

2.DA:Cr2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.

3.DA.Cr1 a. Experiment with a variety of self- identified **stimuli** (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement. 3.DA.Cr1 b. **Explore** a given **movement problem**. Select and demonstrate a solution.

3.DA.Cr2 b. Develop a **dance phrase** that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.

3.DA:Cr3 Revise movement choices in response to feedback to improve a short **dance study**. Describe and document the differences the changes made in the movements.

4.DA.Cr1 a. Identify ideas for choreography generated from a variety of **stimuli** (e.g., music/sound, text, objects, images, notation, observed dance, experiences).

4.DA.Cr1 b. Develop a **movement problem** and manipulate the **elements of dance** as tools to find a solution.

4.DA.Cr2 b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.

4.DA:Cr3 Revise movement based on peer feedback and self-reflection to improve communication of **artistic intent** in a short **dance study**. Explain and document choices made in the process.

5. DA.Cr1 a. Build content for choreography using stimuli (e.g.,music/sound, text, objects, images,observed dance, experiences, literary forms, current news, social events).

5.DA.Cr1 b. Construct and solve multiple **movement problems** to develop choreographic content.

5. DA. Cr2 b. Develop a dance study by selecting a specific **movement vocabulary** to communicate a main idea. Discuss how the dance communicates nonverbally.

5.DA:Cr3 Explore through movement the feedback from others to expand choreographic possibilities for a

short dance study that communicates artist intent. Explain and document the movement choices and refinements.

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