## SOUND AND SILENCE UNIT PLAN

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Sound &amp; Silence</th>
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<tbody>
<tr>
<td>Grade Levels</td>
<td>3 – 5</td>
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<tr>
<td>Essential Question</td>
<td>What is music?</td>
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<td>Unit Goals</td>
<td>• Foster music appreciation: building skills to listen&lt;br&gt;• Develop music literacy: connecting language to sound&lt;br&gt;• Create community: work together to perform as an ensemble</td>
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<td>Time Needed</td>
<td>8-weeks (including culminating concert and reflection)&lt;br&gt;30 – 60 minutes per week</td>
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<td>Unit Summary</td>
<td>The Sound and Silence unit guides students on an exploration to learn the fundamentals of music, build a joy of listening, and develop the skills to perform together. As part of the San Diego Symphony’s elementary school program Sonic Boom!, students prepare for a culminating concert where they sing and play along with the orchestra at Jacobs Music Center.</td>
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<td>Lesson Sequence</td>
<td>Lesson 1: Tone/Pitch&lt;br&gt;Lesson 2: Dynamics/Articulation&lt;br&gt;Lesson 3: Tempo/Meter&lt;br&gt;Lesson 4: Melody I (short)&lt;br&gt;Lesson 5: Melody II (medium)&lt;br&gt;Lesson 6: Dress rehearsal&lt;br&gt;Lesson 7: School Concert at Jacobs Music Center&lt;br&gt;Lesson 8: Reflection</td>
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### UNIT GOALS, OBJECTIVES, AND ASSESSMENTS

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<tr>
<th>Goal</th>
<th>Foster music appreciation: building skills to listen (exposure)&lt;br&gt;Students will be able to listen with curiosity.</th>
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<td>Objectives</td>
<td>Students enjoy the act of listening&lt;br&gt;• Learn to be present and focus on music&lt;br&gt;• Create personal connections to music&lt;br&gt;• Discover activities that help focus listening (drawing, writing, etc.)</td>
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<td>Students discover individual musical tastes</td>
<td>• Explore personal musical likes and dislikes&lt;br&gt;• Exposure and experience listening to a variety of musical styles that reflect cultures and traditions from around the world</td>
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<td>Assessment</td>
<td>Student assessment&lt;br&gt;• Students answer: what is your favorite music and why?&lt;br&gt;• Students listen: how long can your students listen actively?</td>
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<td>Teacher reflection</td>
<td>• How did your student’s responses to their musical interests change or stay the same?&lt;br&gt;• What did you notice about how their capacity for listening evolved?</td>
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| **Goal** | **Develop music literacy: connecting language to sound (practice)**  
*Students will be able to comprehend music with specific terminology to enrich individual musical tastes.* |
|-----------|--------------------------------------------------------------------------------------------------|
| **Objective** | **Students build their music vocabulary and demonstrate their understanding in context.**  
Key terms include:  
- Tone (Color/Intensity)  
- Pitch (High/Low)  
- Dynamics (Loud/Soft)  
- Articulation (Long/Short) (Accented/Slurred)  
- Tempo (Fast/Slow)  
- Meter (Duple/Triple) |
| **Assessment** | **Student Assessment**  
- What words do students use to describe what they are hearing?  
- How do students match sounds to symbols?  
- What are the families of instruments and their specific roles in the orchestra?  

**Teacher Reflection**  
- How did the student’s fluency and understanding of vocabulary, symbols, and instruments change or enhance their connection to music? |
| **Goal** | **Create community: working together to perform as an ensemble (performance)**  
*Students will learn to produce music together to confidently perform alongside the orchestra at the culminating concert.* |
| **Objectives** | **Students build individual performance skills**  
- Turn theory into practice: utilize knowledge and listening skills to produce high-quality sounds  
- Perform the rhythms, notes, and words individually  

**Students perform together as an ensemble**  
- Work together to make music  
- Know when to play and when to listen  
- Celebrate success and appreciation of performance with applause |
| **Assessment** | **Student Assessment**  
- Individual: students are able to perform the songs confidently  
- Ensemble: students are able to perform together along with the orchestra  

**Teacher Reflection**  
- What was the most impactful experience for the students when they were performing? |