



SOUND AND SILENCE UNIT PLAN

Unit Title	Sound & Silence
Grade Levels	3 – 5
Essential Question	What is music?
Unit Goals	<ul style="list-style-type: none"> • Foster music appreciation: building skills to listen • Develop music literacy: connecting language to sound • Create community: work together to perform as an ensemble
Time Needed	8-weeks (including culminating concert and reflection) 30 – 60 minutes per week
Unit Summary	<p>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.</p> <p>As part of the San Diego Symphony’s elementary school program <i>Sonic Boom!</i>, students prepare for a culminating concert where they sing and play along with the orchestra at Jacobs Music Center.</p>
Lesson Sequence	<p>Lesson 1: Tone/Pitch Lesson 2: Dynamics/Articulation Lesson 3: Tempo/Meter Lesson 4: Melody I (short) Lesson 5: Melody II (medium) Lesson 6: Dress rehearsal Lesson 7: School Concert at Jacobs Music Center Lesson 8: Reflection</p>

UNIT GOALS, OBJECTIVES, AND ASSESSMENTS

Goal	<p>Foster music appreciation: building skills to listen (exposure) <i>Students will be able to listen with curiosity.</i></p>
Objectives	<p>Students enjoy the act of listening</p> <ul style="list-style-type: none"> • Learn to be present and focus on music • Create personal connections to music • Discover activities that help focus listening (drawing, writing, etc.) <p>Students discover individual musical tastes</p> <ul style="list-style-type: none"> • Explore personal musical likes and dislikes • Exposure and experience listening to a variety of musical styles that reflect cultures and traditions from around the world
Assessment	<p><u>Student assessment</u></p> <ul style="list-style-type: none"> • Students answer: what is your favorite music and why? • Students listen: how long can your students listen actively? <p><u>Teacher reflection</u></p> <ul style="list-style-type: none"> • How did your student’s responses to their musical interests change or stay the same? • What did you notice about how their capacity for listening evolved?

Goal	<p>Develop music literacy: connecting language to sound (practice) <i>Students will be able to comprehend music with specific terminology to enrich individual musical tastes.</i></p>
Objective	<p>Students build their music vocabulary and demonstrate their understanding in context. Key terms include:</p> <ul style="list-style-type: none"> • Tone (Color/Intensity) • Pitch (High/Low) • Dynamics (Loud/Soft) • Articulation (Long/Short) (Accented/Slurred) • Tempo (Fast/Slow) • Meter (Duple/Triple)
	<p>Students can identify and differentiate the families of instruments of the orchestra and other genres.</p> <ul style="list-style-type: none"> • Strings • Winds • Brass • Percussion • Non-orchestral instruments in other genres
Assessment	<p><u>Student Assessment</u></p> <ul style="list-style-type: none"> • 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? <p><u>Teacher Reflection</u></p> <ul style="list-style-type: none"> • How did the student’s fluency and understanding of vocabulary, symbols, and instruments change or enhance their connection to music?

Goal	<p>Create community: working together to perform as an ensemble (performance) <i>Students will learn to produce music together to confidently perform alongside the orchestra at the culminating concert.</i></p>
Objectives	<p>Students build individual performance skills</p> <ul style="list-style-type: none"> • Turn theory into practice: utilize knowledge and listening skills to produce high-quality sounds • Perform the rhythms, notes, and words individually
	<p>Students perform together as an ensemble</p> <ul style="list-style-type: none"> • Work together to make music • Know when to play and when to listen • Celebrate success and appreciation of performance with applause
Assessment	<p><u>Student Assessment</u></p> <ul style="list-style-type: none"> • Individual: students are able to perform the songs confidently • Ensemble: students are able to perform together along with the orchestra <p><u>Teacher Reflection</u></p> <ul style="list-style-type: none"> • What was the most impactful experience for the students when they were performing?