**Instructional Unit Title: Play Me a Song**

The teacher may demonstrate a common song (e.g., Row, Row, Row Your Boat) using at least 3 different un-pitched musical instruments to focus rhythmic elements so that students can explore ways to express music visually based upon what they are hearing.

The teacher may use student listening maps (see previous Learning Experience) so that students can begin exploring ways to convert visualized music into standard rhythmic notation.

The teacher may use previous listening maps so that students can begin to understand how pitches are represented in musical notation.

The teacher may use common songs depicting basic musical phrase forms (e.g., AB, ABA, AABA) so students can analyze the form used in musical compositions.

The teacher may demonstrate improvisation using pitched instruments using familiar songs so that students can begin to understand how improvisation can inform musical decision-making.

The teacher may reintroduce common songs (e.g., Row, Row, Row Your Boat) so that students can determine ways to add variations through instrument and/or vocal improvisation.

Teacher may model call and response improvisation on pitched instruments and voice so that students can explore various improvisational structure in music.

The teacher may guide and model improvised vocal melodies (Arioso, Scat, etc.) so that students can explore versions of vocal improvisations.

The teacher may demonstrate improvisation using pitched instruments using familiar songs so that students can begin to understand how improvisation can inform musical decision-making.

**PERFORMANCE ASSESSMENT:** You are an up and coming composer. A famous TV show has contacted you and has asked for an original song to be used in the opening credits of the show. You will write an original composition for the TV show that will be performed for the “producers” of the show. The composition should be appropriate for a short TV show opening and include specific music theory elements such as standard notation, basic performance skills, tempo, and musical form.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit [http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples](http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples).