Unit 1: Folk Music Grade 3

Content Area: **Music**
Course(s): **Gifted and Talented, Music in Education**
Time Period: **Full Year**
Length: **Weeks**
Status: **Published**

Unit Overview

This unit focuses on folk music around the world. There are multiple facets involved in learning folk music, including instrumental accompaniment on xylophones, unpitched percussion and recorder, improvisation, dancing, arranging, and singing. Students will learn various pieces from the folk music canon and put these different components together in the way they choose (arranging) to create a full piece of music. Improvisation will be a big part of this unit as well, learning how to successfully improvise with accompaniment.

Standards

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
VPA.1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
VPA.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

Essential Questions

- How do the elements of folk music work together to create a cohesive piece of music?
- How does the historical and societal background of a piece of music affect its performance?

Application of Knowledge: Students will know that...

- Folk music consists of singing, dancing, playing
- Improvisation is related to the piece being played

- Instrumental accompaniment instructs dance choreography
- Instrumental accompaniment is dependent on the music and text of the piece

Application of Skills: Students will be able to...

- Arrange music in various forms (ABA, ABACAD, ABBA, etc.), paying attention to the integrity and relevance of the music
- Identify similarities and differences in different folk songs
- Improvise short melodies over accompaniment
- Perform all components of a piece of folk music
- Understand historical and societal background of folk music

Assessments

- Ability to perform different components of pieces learned
- Ability to perform improvised melodies over accompaniment

Suggested Activities

- Independent composing time for improvisations
- Simultaneously playing and singing, or singing and dancing
- Indepedent and group improvistation

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
- Content specific modifications may include:
    - Giving students basic motifs to use in improvisation
    - Simplifying instrumental accompaniment

- Simplifying dance choreography

Differentiation for ELL's:

- General modifications may include:
  - Strategy groups
  - Teacher conferences
  - Graphic organizers
  - Modification plan
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include:
  - Form, Melody, Accompaniment, Un-pitched vs. pitched instruments, Arranging vs. composing

Differentiation to extend learning for gifted students may include:

- Writing composed improvisations with music notation

Integrated/Cross-Disciplinary Instruction

- Math: Pattern recognition in improvisation, form, composition
- P.E.: body awareness and folk dancing
- ELA: Writing text with a story or theme

Resources

Folk music songbooks

Folk song websites:

http://www.contemplator.com/folk.html

http://kodaly.hnu.edu/

21st Century Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.