Unit 1: Folk Music Grade 4

Content Area: **Music**
Course(s): **Gifted and Talented, Music in Education**
Time Period: **Marking Period 1**
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, ukuleles, unpitched percussion and recorder, 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. They will use existing melodies to write lyrics, compose instrumental accompaniment, and/or create a folk dance. In addition they will do the opposite, use text as inspiration to compose melody and 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.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
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?
- What are the necessary builidng blocks for a successful musical composition?

Application of Knowledge: Students will know that...

- Folk music consists of singing, dancing, and 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
- When composing music for an already written text it is important to think about the relationship of notes (intervals), the feel of the music, and if the text is being illustrated with integrity
- When creating a folk dance, it is important to think about different elements of the dance and how it fits with the music
- When writing text for a melody it is important to think of the relationship of notes (intervals), the feel of the music, and the story you want to tell

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

- Add ukulele accompaniment by using the chord structure of the folk song
- Arrange music in various forms (ABA, ABACAD, ABBA, etc.), paying attention to the integrity and relevance of the music
- Compose melodies to written text with a structure
- Compose text for an established melody with regards to the structure of the melody
- Identify similarities and differences in different folk songs
- Perform all components of a piece of folk music
- Read chordal notation and play instruments
- Understand historical and societal background of folk music

Assessments

- Ability to perform different components of pieces learned
- Ability to perform improvised melodies over accompaniment
- Written compositions of melodies that complement text and follow an outlined structure
- Written text that compliments melodies
- Performing student compositions for class
- Performing a peer's composition with only their written work to play from

Suggested Activities

- Independent composing time for compositions - writing out notation
- Simultaneously playing and singing, or singing and dancing
- Indepedent and group improvistation
- Ukulele practice time
- Music literacy work - reading different types of notation and playing from it

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:

- Composing full Orff arrangement for pieces
- Adding harmony to compositions of their own or established compositions
- Adding chord structure with ukuleles

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/

Ukulele chord chart

21st Century Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
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.