3/4 Time, Natural Sign, 1st and 2nd ending (Gr 4)

Content Area: **Instrumental Music**
Course(s): **Instrumental Music**
Time Period: **Week 28**
Length: **5 Weeks**
Status: **Published**

Unit Overview

Students will learn to demonstrate playing in ¾ time, using the natural sign, and following 1st and 2nd endings.

Standards

VPA.3-5.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.3-5.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.3-5.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.3-5.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.3-5.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
VPA.3-5.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.3-5.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Essential Questions

1. What note values can fit in to the ¾ time signature, and how can you apply this knowledge outside of the classroom?

2. What is the function of the natural sign?

3. How do you know if you are playing 1st and 2nd endings correctly, and where else can knowledge regarding instrumental endings be used?

Application of Knowledge and Skills...

Students will know that...

- 1) how to play in ¾ time.
- 2) the function of a natural sign.
- 3) how to play first and second endings correctly.

Students will be skilled at...

- A) demonstrate playing in ¾ time.
- B) demonstrate playing examples using the natural sign.
- C) demonstrate playing first and second endings correctly.

Assessments

- !st and 2nd Endings Formative: Exhibition Students will play "Mexican Hat Dance", which utilizes the first and second ending. 1.1.5.B1 1.1.5.B2 1.3.5.B1 1.3.5.B4
- 3/4 Time Examples Formative: Exhibition Students will play a selection in 3/4 time. 1.1.5.B1 1.1.5.B2 1.2.5.A1 1.3.5.B1 1.3.5.B4 1.4.5.B2 1.4.5.B3
- Accidentals Formative: Exhibition Students will play selections containing accidentals. 1.1.5.B1 1.1.5.B2 1.3.5.B1 1.4.5.B2
- Unit Test Summative: Exhibition Students will be tested on all content covered in the unit. 1.1.5.B1 1.1.5.B2 1.2.5.A1 1.3.5.B1 1.3.5.B4 1.4.5.B2 1.4.5.B3
- What are accidentals? Diagnostic: Other written assessments Students will define accidentals. 1.1.5.B1 1.1.5.B2
- What are first and second endings? Diagnostic: Other written assessments Students will define first and second endings, based on their prior knowledge of the repeat sign. 1.3.5.B4
- What information can you get from the following time signature: 3/4? Diagnostic: Other written assessments Students will describe the 3/4 time signature based on thier prior knowledge of time signatures. 1.1.5.B2 1.3.5.B4

Activities

- 3/4 time: "Down in the Valley", "When Love is Kind", "Brother Martin"
- "Third Time Around", "Minuteman March"
- "Mexican Hat Dance"

Activities to Differentiate Instruction

- Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.
- Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example, while a student who excels will play more challenging examples.

Integrated/Cross-Disciplinary Instruction

Sound production and Pitch (Vocal Music, Science)

Note Reading (Vocal Music)

Note Values (Vocal Music, Math)

Resources

Standard of Excellence, Book 1

Neil A. Kjos Music Company