Musical Concepts & Skills

Content Area: **Music**
Course(s): **Music in Education**
Time Period: **Generic Time Period**
Length: **Over-arching**
Status: **Published**

Unit Overview

This unit focuses a great deal on musical literacy (the ability to read music), at a much more detailed level than previously discussed in the Pre-K through 2 curricula. In addition to refining their mastery of rhythm and pitch recognition, the students will also become familiar with time and key signatures, the grand staff, and directional cues (repeats, etc.). They will also continue to explore the use of Orff instruments as a tool for improvisation and music-making.

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.1.3.5.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

What process do you go through as a composer to write your own music? How do you know where to start writting?

Application of Knowledge: Students will know that...

- for music written in the bass clef the notes, lines, and spaces are organized differently than in the treble clef.
- improvisation can be thought of in a structural way with common practices and tools used by the musician.
- key and time signatures give important information about the beginning of a piece of music (beats per measure and the accidentals needed).
- when composing melodies it is important to think about the relationship of notes to one another

(intervals), the feel of the music, and how the melody should be structured.

- when written together the treble clef and bass clef is called the Grand Staff.

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

- compose melodies that have an evident structure (AB, ABA, cadences).
- improvise melodies over a set of chord progressions.
- name and identify notes in the bass clef.
- read and interpret key signatures and time signatures.

Assessments

- Written compositions of melodies that reflect a pre-outlined structure.
- Ability to perform short improvised melodies over a chord sequence.
- Written assessments/ quizzes that deal with note reading, key/time signatures, and the bass clef.

Suggested Activities

- Improvisational telephone. Using Orff instruments, have students pass short melodic phrases to each other over a steady chord progression. You can have students elaborate or change the new melody line.
- Give students independent composing time, either traditionally or using music notation software.
- Use mnemonic devices to teach bass clef notes.

Activities to Differentiate Instruction

- For students that are ready, have them use the grand staff to add harmonies to their compositions.
- For students that may struggle with physically writing scores, use a music notation software or app that may give them a cleaner looking score.
- Allow some students that may need it, a chance to write down basic motifs from which to improvise before beginning.

Integrated/Cross-Disciplinary Instruction

Math: Pattern recognition (improvisation, composition, note-reading)

ELA: Outlining & pre-writing (pre-composing, outlining compositions)

Resources

Music notation software/programs

Noteflight: cloud-based music notation (noteflight.com)

Notation: iPad app