Musical Skills & Concepts

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

Unit Overview

In this unit 4th grade students will continue to expand upon the musical concepts that they have previously learned in order to enhance their understanding and appreciation of music. They will deal with the areas of composition, multiple keys (12 major keys), and compound time signatures. This unit will continue to prepare students for the requirements of the middle school level music curriculum.

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.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 does the process of composing make you think about music differently?

Application of Knowledge: Students will know that...

- composing for 2 instruments involves consideration of harmony, melodic contour, and other musical aspects (articulation, dynamics, rhythm).
- compound meters (6/8, 9/8, 12/8) are meters in which the 8th note gets the beat and the meter can be divided (2,3,4) into larger beats.
- dots elongate the value of a note by half.
- each major scale is a specific combination of half and whole steps and that by following the simple formula they can create major scales in any key.
- key signatures help yo identify the type of scale.

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

- clap, sing, or play dotted rhythms.
- clap, sing, or play rhythms in compound time (6/8, 9/8, 12/8).
- compose short pieces of music for 2 instruments.
- identify and write major scales in every key.
- identify the instruments in a printed musical score and properly categorize them.
- read and interpret scores with a Grand Staff.

Assessments

- Written compositions for 2 or more instruments of melodies that reflect a pre-outlined structure.
- Ability to clap, sing, or play rhythms in 6/8, 9/8. and/or 12/8 time.
- Ability to clap, play, or sing dotted rhythms (dotted half, dotted quarter).
- Written assessments/ quizzes that deal with note reading, key/time signatures.

Suggested Activities

- Take time to outline and pre-write compositions. Give students the opportunity to hear their work with either the keyboard or a notation software program.
- Use rhythm flash cards to enforce dotted rhythms.
- Orff instrument drum circles and counting games will help enforce the concept of compound meters.

Activities to Differentiate Instruction

- Allow for extra pre-writing and outlining time for students struggling with composition.
- Allow students that are not struggling with composition to add in more t each composition (instruments, articulations).
- Use guided notes for students that may require extra help.

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

Teaching Rhythm - by David Newell