

Unit 6: Melody/Pitch

Content Area: **Unified Arts**
Course(s): **Music 1**
Time Period: **December**
Length: **6 Weeks**
Status: **Published**

Unit Summary

In this unit, students will explore melody, focusing specifically on the pitches Sol, Mi, and La. Students will identify which pitch is higher and which pitch is lower. Students will show the melodic contour of simple folk songs and patterns. Students will compose melodies using Sol, Mi, and La.

Student Learning Objectives

Students will learn to ...

- perform, identify and notate melodies containing Sol and La
- perform the melodies of various song literature with accuracy
- notate melodies with accuracy during ear training activities
- create melodic phrases in the form of questions and answers during improvisation activities (using singing voices, Orff instruments, etc.)
- articulate the aesthetic qualities of melodic phrases from varying cultures and time periods
- recognize when the pitches of a melody skip/step/stay the same

Essential Questions

- How does musical notation show melodic direction?
- How does melody add to the beauty and memorability of a song?

Enduring Understandings

Students will understand that ...

- Melodies can leave a lasting impression and draw in a listener
- A melody is a succession of pitches known to most as the tune of the song
- Melodies express aesthetic qualities from varying cultures and time periods
- Solfege can help deepen our understanding of melody

Application

Students will be able to independently use their learning to ...

- Aurally identify pitch using listening prompts and solfege (Mi, Sol, La)
- Improvise pitch patterns and melodies
- Compos and notate melody on the treble clef staff
- Read and perform melodic phrases on the treble clef staff
- Describe the aesthetic qualities of a melody
- Explore melodies from various cultures and historical periods

Skills

Students will be skilled at ...

- Performing melodic contour while using visual guides (reading the notes on the staff and/or viewing a simplified up/down/same line notation)
- Making kinesthetic connections while performing melodies and pitch patterns (Solfege hand signs, squatting/stretching, etc.)
- Listening to a melodic pattern and singing it back while matching pitch
- Performing melodies of folk song literature from a wide variety of cultures
- Identifying different timbres (singing vs. speaking)
- Aurally recognizing when pitches move higher, lower or stay the same

Resources

- Student Materials
- Teacher Materials
- Technology
- Professional Texts
- Lesson Plans
- Listening Maps
- Library of Listening Samples from Varying Cultures and Time Periods
- Professional Organization Resources
- Teacher Collaboration Sharing Sites and Social Media Resources
- Practice Website Links on Mrs. Repsher's CTSD Teacher Page