

# Unit 6: Melody/Pitch

Content Area: **Unified Arts**  
Course(s): **Music 2**  
Time Period: **December**  
Length: **6 weeks**  
Status: **Published**

## Unit Summary

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Melody is defined as the succession of single tones in a musical composition. Students will study and explore pitch/melody during all activities in the music room such as singing games, movement/dance, playing instruments, reading/writing notation, improvising, composing, and listening. New melodic learning will continue throughout the entire year as it spirals and builds upon prior knowledge from first grade. Each melodic concept is introduced in a specific sequence to increase understanding. Students will experience these concepts through a sound before symbol approach, by taking part in activities such as singing games, movement/dances, etc before being presented with the vocabulary and notation symbol. This will allow our second grade musicians an opportunity to have prior knowledge to relate their learning to. Students will also utilize solfege as a tool for melodic understanding, performance and practice.

## Student Learning Objectives

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Students will learn ...

- How to perform, identify and notate melodies containing Do, Re, Mi, Sol and La using a traditional 5-line staff
- How to perform the melodies of various song literature with accuracy
- How to notate melodies with accuracy during ear training activities
- How to create melodic phrases in the form of questions and answers during improvisation activities (using singing voices, Orff instruments, etc.)
- How to articulate the aesthetic qualities of melodic phrases from varying cultures and time periods
- How to recognize when the pitches of a melody skip/step/stay the same

## Essential Questions

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

## Enduring Understandings

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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

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

- Aurally identify pitch using listening prompts and solfege (Do, Re, Mi, Sol, La, Do')
- 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

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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

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- 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