

Unit 4: Pitch/Melody

Content Area: **Unified Arts**
Course(s): **Music 3**
Time Period: **December**
Length: **Ongoing**
Status: **Published**

Unit Summary

Melody is defined as the succession of single tones in a musical composition. Students will explore this unit throughout the entire span of the school year since new learning will continue to spiral and build upon prior knowledge, identify the differences between melody and harmony using musical examples.

Standards

MU.3-5.1.3A.5.Cr	Creating
MU.3-5.1.3A.5.Re7	Perceiving and analyzing products.
MU.3-5.1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
MU.3-5.1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
MU.3-5.1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
MU.3-5.1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
MU.3-5.1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
MU.3-5.1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
MU.3-5.1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
MU.3-5.1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Student Learning Objectives

Students will learn to:

- Perform, identify and notate melodies containing Low Sol, Low La, Do, Re, Mi, Sol, La and High Do using a traditional 5-line staff.
- 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.
- Identify the letter names of each pitch on the treble clef staff when performing and analyzing melodic phrases.

Essential Questions

What is melody?

How can melodies tell a story?

How do melody and harmony combine to make music?

Enduring Understandings

Students will understand that:

- Melodies can leave a lasting impression and draw in a listener.
- Melodies are series of single pitches often thought of as the "tune".
- Melodies express aesthetic qualities from varying cultures and time periods.
- Melodies are usually written in phrases

Application

Students will be able to independently use their learning to:

- Aurally identify pitch using listening prompts.
- Improvise pitch patterns and melodies utilizing all notes in addition the pentatonic scale.
- Compose and notate pitch on the treble clef staff.
- Read and perform melodic phrases on the treble clef staff using solfege.
- 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.
- Labeling the lines and spaces of the treble clef staff with the corresponding letter name.