

Unit: Grade 3 - Harmony

Content Area: **Music**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

In this unit, students will know that harmony can be created by adding various vocal and instrumental accompaniments to a melody and will perform ostinati, rounds and simple counter melodies.

Transfer

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

- distinguish between unison and harmony singing
- sing simple accompaniments (ostinati and round) to create harmony
- create instrumental accompaniments
- build harmonic vocabulary
- utilize thinking and problem solving skills
- strive for accuracy
- gather data through all the senses

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- music can have melody and harmony
- unison is when all voices are singing the same pitch/part at the same time
- harmony is created when two or more pitches are sung or played together
- harmony can be created by vocally and by playing a repeating pattern (ostinati) on classroom instruments
- harmony can be created by singing in a round/canon
- each voice/part should be heard

Essential Questions

Students will keep considering...

- Am I singing the same pitches or part as the teacher or my classmates?
- Are the voices singing same or different pitches or parts?
- Are the instruments playing the same or different pitches or parts as the voices?
- How are the parts different?
- Can I hear both parts?

Application of Knowledge and Skill

Students will know...

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- harmony is singing or playing different pitches or parts at the same time
- harmony can be created vocally or by playing accompaniment on classroom instruments
- harmony can be created by adding an ostinati (repeating pattern) to a song
- harmony can be created by singing in a round/canon

Students will be skilled at...

Students will be skilled at...

- distinguish between unison and harmony
- performing simple rounds to create harmony
- performing simple vocal/instrumental accompaniment to create harmony
- creating original accompaniment using instruments
- recognizing and describing accompaniment

Academic Vocabulary

unison

harmony

same

different

melody

accompaniment

ostinato

round

countermelody

balance

blend

pitch

identify

differentiate

perform

create

Learning Goal-Harmony

The students will be able to distinguish and perform accompaniments to create harmony.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand

	how to bring innovation to an organization.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
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.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Target 1--Unison Singing

Students will sing a song in unison with and without accompaniment

-sing resting tone of a song

-echo simple melodic patterns

-students will solo start song

-encourage vocal development by giving feedback regarding techniques for improving vocal production

-sing songs with awareness of intonation

- Students will sing a song in unison with and without accompaniment

VPA.1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

VPA.1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

Target 2--Creating Harmony

Students will perform ostinato, round/canon and/or simple countermelodies to create harmony

-sing/play ostinati to accompany a melody-i.e do-sol-do-bilaterally and alternating, arpeggiated bordun

-sing round or 2 part cannon to create harmony

-introduce and perform simple countermelody to create harmony

-introduce concept of balance

-compose simple accompaniments using ostinati, chordal harmony and/or arpeggios

- Students will create simple accompaniment for a melody
- Students will sing 2 part round/canon to create harmony
- Students will sing simple countermelody to create harmony
- Students will sing/play ostinati to create harmony

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Target 3--Differentiate Types of Harmony

Students will distinguish between ostinato and round harmony

-identify unison or harmony

-recognize and describe accompaniment i.e. repeating pattern (ostinati) with a song or same song sung at different times

-identify harmony as ostinato or round

-build vocabulary

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- Students will distinguish between ostinato and round harmony

CRP.K-12.CRP2.1

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VPA.1.1.5.B.1

Identify the elements of music in response to aural prompts and printed music notational systems.

VPA.1.4.5.B.3

Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Summative Assessment

Verbal/Written Response

Performance Assessment

Student Evaluation

Formative Assessment and Performance Opportunities

Class discussion

Class participation

Individual performance

Group discussion

- Class Discussion

- Class Participation
- Group Discussion
- Individual Performance

Differentiation / Enrichment

Use the Lists tab.

- 504
- Alternative Activity
- Enrichment: activities that require advanced skills
- Enrichment: assist struggling students
- Enrichment: leadership activities in classroom
- Eye contact
- IEP
- Modify Activity
- Preferential seating
- Provide good role model
- Repeat directions
- Reword directions
- Visual clues/Props

Unit Resources

Use Lists and attach Documents.

- classroom rhythm instruments
- instructional technology resources
- Silver Burdett-Making Music teacher manual, recordings, Big Book
- Supplemental resources including songs, games, and activities from songbooks, recordings, on-line resources, workshops
- Teacher created resources i.e. worksheets, assessments
- Teacher modeling