

Musical Form

Content Area: **Music**
Course(s):
Time Period: **Generic Time Period**
Length: **6 weeks (one cycle)**
Status: **Published**

Unit Overview

My Hit Single is designed to introduce students to the art of song making. Students will learn basic form structures, including "pop" song form through exposure to aural and printed examples. This course will build upon rhythmic knowledge and skill, and students will also develop their improvisational skills. As the culminating experience, students will create and perform an original "pop" song using learned knowledge of musical form, rhythm, improvisational skills, and their ability to use music creation software.

original overview

Learn basic form structures through exposure to aural and printed musical examples.

Perform rhythm patterns in the context of musical form.

Use knowledge of basic musical form to compose and improvise.

Create music using appropriate music software.

VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.1.8.B.CS2	Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.3.8.B.CS3	Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.
VPA.1.3.8.B.CS4	Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Transfer

Students will be able to independently use their learning to:

-Develop improvisational skills

- Identify and perform rhythmic patterns
 - Identify the musical form of aural and printed examples.
 - Develop an understanding of "pop" song form
 - Compose and perform a song using "pop" song form
 - Use music technology software to compose an original "pop" song
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Meaning

Understandings

Students will understand...

- that popular songs and other musical genres are often organized into specific forms
- the difference between improvisation and written music
- the relationship between lyrics and rhythm
- the role of technology in music creation

Essential Questions

1. What are the different parts of a song?
2. What is musical form?

3. What kind of musical forms are there?
4. What is the connection between rhythm and lyrics?
5. What is improvisation?
6. How can I use technology in song writing?

Application of Knowledge and Skill

Students will know...

Students will know terminology associated with analyzing and creating musical forms.

Students will know definitions of vocabulary used to create music.

Students will know the method for creating a song using music software technology.

Students will be skilled at...

Students will be skilled at identifying each section of a musical form.

Students will be skilled at active listening.

Students will be skilled at explaining different sections of form.

Students will be skilled at performing compositions in different musical forms.

Academic Vocabulary

Beat

Rhythm

Bar Line

Double Bar Line

Measure

Improvisation

Form

Time Signature

Form

Introduction

Verse

Pre-Chorus

Chorus/Refrain

Bridge

Closing

Learning Goal

Proficiency Scale		
1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.		
Stand: 1.1.8.B.1		
Topic: Common, recognizable musical forms often have characteristics related to specific cultural traditions.		
My Hit Single ? Grade 7		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	The student: <ul style="list-style-type: none">In addition to demonstrating the learned song forms, the student surpasses the stated requirements and uses innovated ideas.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.

Score 3.0	The student: <ul style="list-style-type: none"> • Demonstrates learned song forms through composition and performance. • Analyzes and can compare and contrast the learned song forms. The student exhibits no major errors or omissions.		•
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ Fundamental rhythm vocabulary ○ Song form vocabulary However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		•
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

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Target 1: Rhythm

These are daily targets for lessons throughout your unit

SWBAT:

1. SWBAT explain and demonstrate the difference between beat and rhythm.
2. SWBAT identify the names of whole, half, quarter, eighth, and sixteenth notes and rests.
3. SWBAT identify the beat values of the above listed notes and rests.
4. SWBAT accurately clap rhythm patterns using a counting method for the above-mentioned notes.

5. SWBAT clap patterns in pairs or small groups and critique where improvement can be made in the performance.
 6. SWBAT identify time signature and define the purpose of the top number.
 7. SWBAT identify and define measure and barlines.
-

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- SWBAT identify time signature and define the purpose of the top number.

Target 2: Improvisation

SWBAT:

1. SWBAT state the concept of improvisation and distinguish the difference between improving and reading written rhythm.
 2. SWBAT work well with peers and perform a rhythmic song using techniques from class.
 3. SWBAT demonstrate the art of improvisation with their group members.
 4. SWBAT improvise in a specific musical form.
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- SWBAT demonstrate the art of improvisation with their group members.
- SWBAT improvise in a specific musical form.
- SWBAT state the concept of improvisation and distinguish the difference between improving and reading written rhythm.
- SWBAT work well with peers and perform a rhythmic song using techniques from class.

Target 3: Form and Composition

SWBAT:

1. SWBAT use chosen song and analyze the lyrics using the lyric interpretation worksheet.
2. SWBAT use music software and construct a song in pop song form.

3. SWBAT to communicate and work well together in groups.

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Summative Assessment

1. End of unit exam.
2. Mid and end of unit projects.
3. Student performances.

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

Formative Assessment and Performance Opportunities

1. In-class reading, writing, and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Review games.
5. Teacher-directed Q and A.

6. Teacher observation.
7. Additional practice activities.

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.
4. Modified rhythm patterns.
5. Always reference IEPs and 504 plans.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning (option to have multiple live recoding lines, or add in additional sections).

Unit Resources

Chromebooks

Teacher-developed worksheets for rhythm, form, vocabulary

Speakers

Music recordings

Music creation software

Online supplemental videos

*Jam hub portable studio

*Music first online software

*classroom set of ipads with GarageBand application installed

* additional resources needed for this course