

# Unit: Grade 5 - Harmony

Content Area: **Music**  
Course(s): **Music 5**  
Time Period: **6 weeks**  
Length: **1 Class Period per Week**  
Status: **Published**

## Unit Overview

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In this unit, students will continue to explore and perform ways in which harmony is created (ie. counter melody, choral accompaniment, bourdon). Emphasis will be placed on simple chord progressions and major and minor tonality.

## Transfer

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

- build triads (chords with three pitches)
- distinguish between major and minor chords
- identify and perform simple chord progressions
- create accompaniment using chord progressions.

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

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## **Understandings**

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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 played together
- chords are three or more pitches sounded together to create harmony
- chord progressions are series of chords sounded in succession.
- triads are chords which are three pitches played together.
- changing the second pitch of a triad will make the triad major or minor.

## **Essential Questions**

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Students will consider...

- What are the different ways harmony is created?
- What is a chord?
- What makes a chord major or minor?
- What instruments can play chords?

## **Application of Knowledge and Skill**

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## **Students will know...**

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Students will know...

- harmony is singing or playing different pitches or parts at the same time
- harmony can be created by singing in a round
- harmony can be created by playing accompaniment on classroom instruments

## **Students will be skilled at...**

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Students will be skilled at...

- recognizing different sounds and harmony
- recognize and describe accompaniment
- sing tonic, dominant, and subdominant chords
- perform simple chord progressions to create harmony (I, IV, V, I)
- build triads
- identify major and minor chords
- create original accompaniment using instruments

## **Academic Vocabulary**

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unison

harmony

ostinato

melody

pitch

identify  
perform  
same  
different  
accompaniment  
chord  
triad  
chord progression  
major/minor

## **Learning Goal-Harmony**

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The students will demonstrate understanding of harmony created through chord progressions.

The students will distinguish between major and minor chords.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
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	Demonstrate creativity and innovation.
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.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

## **Target 1--Chord Structure**

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Students will be able to identify the notes of major triads

- identify the position of pitches in a major scale
- define a chord as being three or more pitches sounded together to create harmony
- define a triad as being a chord of three pitches with the root, third, and fifth of the major scale
- build major triads given the root pitch of the chord

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.

## **Target 2--Chord Progressions**

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Students will identify and perform simple chord progressions

- sing major tonic (I), subdominant (IV), and dominant (V) chords.
  - perform I-IV-V chord progressions on pitched classroom instruments.
  - build I-IV-V chords
  - identify chord progressions of aural and written examples.
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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.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.

### **Target 3--Major and Minor Chords**

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Students will be able to identify and perform major and minor chords

- listen to major and minor chords and describe the difference in sound, mood
  - Using knowledge of chord structure, build major and minor chords by changing the second pitch of the triad
  - distinguish between major and minor chords in various aural examples.
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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.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

### **Summative Assessment**

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Verbal/Written Response

Performance Assessment

Student Evaluation

### **Formative Assessment and Performance Opportunities**

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Class discussion

Class participation

Individual performance

Group discussion

- Class Discussion

- Class Participation
- Group Discussion
- Individual Performance

## **Differentiation / Enrichment**

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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**

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Use Lists and attach Documents.

- classroom rhythm instruments
- instructional technology resources
- Supplemental resources including songs, games, and activities from songbooks, recordings, on-line resources, workshops
- Teacher created resources i.e. worksheets, assessments
- Teacher modeling