

# Unit: Grade 5-Melody

Content Area: **Music**  
Course(s): **Music 5**  
Time Period: **7 weeks**  
Length: **1 Class Period per Week**  
Status: **Published**

## Unit Overview

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In this unit, students will

Increase awareness of tonal quality through singing and playing pitched instruments. Students will also read, write, identify (aurally and visually), and perform melodies from the grand staff.

## Transfer

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

- to identify tonal center in major and minor
- to improvise in major tonic and dominant tonal patterns.
- to compose melodic patterns using pitches of the treble clef.
- identify notes of the bass clef.
- to access singing voice in proper register
- to use proper posture and breathing when singing
- to utilize thinking and problem solving
- to strive for accuracy
- to gather data through all the senses

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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...

- melody is a series of pitches that create a musical idea
- melody moves upward, downward and repeating
- melody can move in stepwise patterns
- pitch is represented as notes on the treble clef and the bass clef.
- notes are written on lines and spaces
- melody occurs in different tonalities

## **Essential Questions**

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Students will keep considering...

- Are the pitches getting or lower or do they stay the same?
- Do I hear pitch patterns in this music?
- What notation symbols do composers use to represent pitch?
- Are there more pitches than what is shown on the treble clef staff?
- What feelings are created by the pitches in this song?

-How do I use my body to sing?

## **Application of Knowledge and Skill**

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

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Students will know...

- melody is a series of pitches that create a musical idea
- pitches move upward, downward and repeat
- pitches move in stepwise patterns
- an interval is the distance between two pitches.
- intervals include seconds (step), thirds, fourths, fifths, sixths, sevenths, and octaves.
- to sing the tonal center of a melody in major and minor
- notes are written on the lines and spaces of the staff
- how to identify staff, treble clef, bass clef, bar line, double bar line
- how to identify all of the pitches of the Grand Staff.
- proper posture and breathing improve singing

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

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Students will be skilled at...

- differentiate upward, downward and repeating movement aurally and visually on the treble clef staff
- singing songs in major and minor
- identify resting tone of a song in major and minor
- echo simple melodic patterns in major and minor
- identify notation symbols: staff, treble clef, bass clef, bar line, double bar line
- differentiate and perform major tonic pitch patterns aurally and visually
- singing with improved posture and breathing

## **Academic Vocabulary**

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pitch

higher

lower

melody

upward

downward

repeating

pitch pattern

interval

-second

-third

-fourth

-fifth

-sixth

-seventh

-octave

resting tone

tonality/key

major

minor

staff

grand staff

treble clef (G clef)

bass clef (F clef)

posture

breathing

improvise

critique

## **Learning Goal-Melody**

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The students will be able to:

- Read and perform melodic patterns in treble and bass clef notation
- Compose melodies using pitches of the treble clef.
- Identify major and minor melodic patterns

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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.

## Target 1--Tonal Center

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Students will identify tonal center of a song in major and minor tonalities

- sing songs in major and minor tonalities
- sing resting tone of a song
- echo simple melodic patterns in major and minor tonalities
- listen to songs in variety of tonalities including major and minor
- listen to instrumental pieces based on familiar melodies.

(Discuss origin of original melodies and how they were used in instrumental versions.)

- differentiate songs in major and minor keys as same or different
- compare and describe feeling/mood of music in major and minor tonalities

VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
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.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
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.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

## Target 2--Vocal Development

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Students will continue to demonstrate appropriate vocal technique

- perform vocal exploration activities
- sing or play pitch patterns

- sing songs in a variety of styles in solo and as a group
- sing the neutral syllable "oo" horizontally and then vertically to demonstrate correct and incorrect way
- demonstrate understanding of proper posture and breathing (follow teacher model)
- build vocabulary i.e. posture and breath support
- use principles of positive critique to analyze class performance for areas that were successful and areas for improvement (e.g. pitch, breath support, posture, following director)

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VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
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.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
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.
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.1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

### **Target 3--Aural Skills**

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Students will continue to develop their ability to aurally identify melodic patterns and contour.

- Students will distinguish pitches moving upward, downward, by step, by leap, and repeating aurally and visually
- sing songs with ascending, descending and repeating melodies
- move to songs with ascending, descending and repeating melodies
- play ascending, descending and repeating patterns on classroom instruments
- echo melodic tonic, dominant, and subdominant patterns in major tonality
- echo melodic tonic, dominant, and subdominant patterns in major tonality

- perform melodic tonic pattern from solfege hand signs
- perform melodic patterns from written notation
- echo sing tonic, dominant, and subdominant patterns in minor tonality

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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 4-- Melodic Notation**

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Students will continue to develop their melodic literacy skills.

- understand that composers use symbols to represent pitch
  - label pitch notation symbols: treble (G) clef, bass (F) clef, Grand Staff
  - identify melodic direction in notation
  - identify intervals between pitches in a melodic pattern.
  - understand that notes can be on written on lines and spaces
  - compose using melodic notation.
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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.
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.



**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