

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
- perform 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...

Students will know...

- 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

-recognizing and describing accompaniment

-creating original accompaniment using instrument

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.

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(do-mi-sol; tonic)

-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--Performing 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

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

- Students will distinguish differences of ostinato and round harmony
- Students will recall facts and basic harmony concepts/terminology

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.

Formative Assessment and Performance Opportunities

- Class Participation
- Exit Questions
- Individual Performance
- Peer Critique
- Teacher Observation

Summative Assessment

- Performance Assessment
- Verbal/Written Response

21st Century Life and Careers

Standards:

Civic Financial Responsibility

9.1.5.CR.1

Career Awareness and Planning

9.2.5.CAP.1

9.2.5.CAP.4

Creativity and Innovation

9.4.5.CI.3

Critical Thinking and Problem Solving

9.4.5.CT.4

Digital Citizenship

9.4.5.DC1

9.4.5.DC.2

9.4.5.DC.5

9.4.5.DC.7

Information and Media Literacy

9.4.5.IML.6

Technology Literacy

9.4.5.TL.3

Accommodations/Modifications

(ELL, Special Education, Gifted and Talented, Students at Risk for Failure)

Notation modification (writing in notes), solo performance for excelled students, review IEP/504 plans and make listed modifications, collaborate with ESL department to make necessary modifications for ELL students, differentiated instructional strategies that allow students of different intelligence to achieve success

ELL:

- Build Background/Vocabulary
- Chunking Information
- Flexible Grouping
- Increased Eye Contact
- Manipulatives/Instruments
- Multi-Sensory Instruction
- Peer Buddies
- Repeat Directions
- Reword Directions
- Scaffolded Questioning

Special Education:

- Assistive Technology
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Flexible Grouping
- Increased Eye Contact
- Modified Assignments

- Multi-Sensory Instruction
- Peer Buddies
- Preferential Seating
- Repeat Directions
- Reword Directions
- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Models

Students at Risk of Failure:

- Assistive Technology
- Build Background/Vocabulary
- Modified Assignments
- Preferential Seating
- Repeat Directions
- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Model

Gifted and Talented:

- Extension Activities
- Open-ended questions that stimulate thinking skills
- Opportunities for Critical Thinking
- Peer Collaboration
- Solo Performance (for excelled students)
- Student Choice Activities
- Tiered Activities

Unit Resources

Use Lists and attach Documents.

- classroom rhythm instruments
- Instructional technology resources such as Brain Pop, Google Classroom, Wixie, Flipgrid, Kahoot, YouTube
- 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, instructional videos/tutorials
- Teacher modeling

Interdisciplinary Connections
