

Unit: Grade 4 - Melody

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

Unit Overview

In this unit, students will expand their understanding of melodic contour and visually identify, and interpret the treble clef staff with an introduction to key signatures. Activities are also designed to improve vocal development and confidence in solo singing as well as expanding vocal range, and auditory skills.

Transfer

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

- to access singing voice in proper register and extend range
- to use proper posture and breathing when singing
- to aurally differentiate major and minor tonalities
- to identify stepwise melodic movement on the treble clef staff
- to build melodic vocabulary and symbols (treble clef, staff, line, space, key signature, sharp, flat, natural)
- to name the notes written in treble clef (lines and spaces)
- to identify key signatures of C major, F major and G major
- to utilize thinking and problem solving
- to strive for accuracy
- to 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...

- melodies in major and minor tonalities sound different
- melody can move in stepwise patterns
- pitches are written on lines and spaces on the treble clef staff
- the names of the pitches on the treble clef staff are based on their placement
- key signature indicates the home tone

Essential Questions

Students will keep considering...

- How do I use my body to sing?
- How do major tonality and minor tonalities differ?
- Do I hear pitch patterns in this music?
- How does note placement on the staff relate to pitch?
- How do we label pitches in treble clef?
- How do accidental markings affect the pitch? (sharp, flat, natural)

Application of Knowledge and Skill

Students will know...

Students will know...

- proper posture and breathing improve singing
- the tonal center of a melody in major and minor
- the difference between major and minor tonalities
- melody has contour and occurs in patterns
- composers use symbols to indicate pitch i.e. staff, treble clef, bar line, double bar line, accidentals
- pitches on the lines and spaces of the treble staff are identified with letters and accidentals A through G

Students will be skilled at...

Students will be skilled at...

- proper posture and breathing techniques
- singing in solo
- identifying the tonal center of a song in major and minor tonalities
- differentiate major and minor tonalities
- differentiate melodic contour aurally and visually on the treble clef staff
- identify notation symbols: staff, treble clef, bar line, double bar line, sharp, flat, natural
- labeling the note names of the lines and spaces of the treble clef
- differentiate and perform major tonic pitch patterns aurally and visually

Academic Vocabulary

pitch

melody

style/genre

solfege

pitch pattern

resting tone

tonality/key

major

minor

staff

lines and spaces

bar line

double bar line

treble clef (G clef)

key signatures (C, F, G)

sharp

flat

natural

posture

breathing

improvise

critique

Learning Goal-Melody

Students will apply knowledge of the treble clef staff and will state how accidentals affect the pitch of a note as well as aurally differentiate between major/minor tonalities incorporating proper voice development.

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.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.1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
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 1--Voice Development

Students will continue to develop appropriate voice technique

-perform vocal exploration activities

-sing pitch patterns

-sing songs in a variety of styles in solo and as a group

-demonstrate an understanding of proper posture and breathing (follow teacher model)

-build vocabulary i.e. posture, breath support, range, style/genre

-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)

- Students will demonstrate proper posture and breathing
- Students will use positive critique to analyze performance

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.1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Target 2--Major and Minor Tonalities

Students will identify 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.)

-compare and describe feeling/mood of music in major and minor tonalities

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

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 3--Notes of the Treble Clef

Students will identify melodic contour and label pitches on the treble clef staff

-play ascending, descending and repeating patterns on classroom instruments

-label pitch notation symbols: treble (G) clef, staff, sharp, flat, natural

-labeling the note names of the lines and spaces of the treble clef

-state that key signature indicates the home tone

- Students will identify and describe melodic contour both aurally and visually
- Students will label pitch notation symbols
- Students will label the note names of the lines and spaces of the treble clef

VPA.1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.

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--Pitch Patterns

Students will perform pitch patterns aurally and from music notation in major and minor tonality

-sing songs in major and minor tonality

-echo melodic patterns in major and minor tonalities

-echo melodic patterns major and minor tonalities with solfege hand signs

-perform melodic patterns from solfege hand signs

-perform melodic patterns from written notation

-improvise a simple melody using familiar major/minor patterns starting and ending on home tone with teacher accompaniment (ostinato)

- Students will improvise simple melody using familiar patterns
- Students will perform major and minor patterns aurally and from music notation

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VPA.1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

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

- 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
