

Unit: Grade 4 - Form

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

Unit Overview

In this unit, students will examine organization in music. Students will recognize and identify expanded form in songs.

Transfer

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

- understand that music is organized
- identify music in expanded form (D.C., D.S, al Fine, al Coda, multiple endings)
- identify music in three parts (verse/refrain/bridge)
- build form vocabulary
- utilize thinking and problem solving skills
- 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 is organized
- music has same/similar/different musical ideas or phrases
- musical ideas are labeled to show organization
- musical symbols are used to navigate a song
- music can have an introduction, transitional section(s), and an ending

Essential Questions

Students will keep considering...

- Does the music repeat?
- If there are words, do the words repeat?
- How many times do I hear a musical idea?
- What is the order of musical ideas?
- Can I identify and label each musical idea (verse, refrain (chorus), bridge)?

Application of Knowledge and Skill

Students will know...

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- music has organization
- same and different musical ideas are organized to create the form of a song
- music can have an introduction, repeated sections and an ending.
- parts of a song with words can be labeled as verse/refrain (chorus), bridge, introduction, coda
- songs without words have same/different musical ideas

Students will be skilled at...

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- identifying musical phrases
- labeling music in two parts (verse/refrain/bridge)
- recognizing introduction, transitional sections (bridge) and endings
- showing musical sections through body movement
- performing songs with expanded forms
- listening to music and following sound maps

Academic Vocabulary

phrase

melody

call and response

verse

refrain

chorus

form

AB

ABA

bridge

D.C.

D.S.

al fine

al coda

multiple endings (first, second)

organize

identify

label

perform

same

different

introduction

interlude

coda

repeat sign

Learning Goal-Form

The students will be able to label and perform parts of expanded forms

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.1.1.5.B.CS1	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
VPA.1.1.5.B.CS2	The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
VPA.1.2.5.A	History of the Arts and Culture
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.1.2.5.A.CS1	Art and culture reflect and affect each other.
VPA.1.2.5.A.CS3	Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.
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.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
VPA.1.3.5.B.CS1	Complex scores may include compound meters and the grand staff.
VPA.1.3.5.B.CS4	Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
VPA.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

Target 1--Label AB Form

Students will identify music with two parts with and without words

-sing and improvise the response in call and response songs

-sing verse and refrain (chorus) songs

-listen to music in previously known forms (from a variety of cultures)

-demonstrate contrasting sections through movement

-perform forms independently and in groups

- Students will identify verse and refrain of a song as AB form
- Students will label AB form in songs without words

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.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
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.

Target 2--Identify Expanded Forms

Students will identify aurally and/or visually sections of expanded forms in addition to the previously known forms

- differentiate repeating and contrasting sections of a song
- recognize and label using form letters the sections of songs (AB, ABA, ABC)
- recognize and label the parts of expanded form (introduction, bridge, coda)
- use vocabulary to identify phrases/musical ideas
- use sound maps to follow the form of a song
- listen to songs from a variety of cultures that utilize basic form structure

- Students will identify verse/refrain/bridge
- Students will label form using letters
- Students will visually navigate a song in expanded form

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
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Target 3--Perform Songs in Expanded Form

Students will perform expanded forms in addition to the previously known forms

-sing/play songs in expanded forms from a variety of cultures

-sing/play songs with words and without

-expanded forms i.e. ABA, AABA, AABB, introduction, multiple endings, da al fine, ds al fine, coda

-respond to musical forms by using movement

- Students will sing and/or play songs in expanded form i.e. multiple endings, coda
- Students will sing and/or play songs in verse/refrain (AB) form
- Students will sing and/or play songs without words in AB form

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

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

Summative Assessment

- Verbal/Written Response
- Performance Assessment

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
