

Assignment #1  
Cover Sheet  
July 8, 2005

1. Name:  
Cynthia Dineen
2. Grade Level: K-8 (this unit is for grade 6)  
Content Area: Music
3. Type of Class:  
Heterogeneous
4. Purpose of Tiered Lessons
  - Different entry points
5. Type of management system
  - Pre-test for product and modality options
  - Task Cards
  - Differentiated Learning Center
6. Scheduling time
  - In class
7. Assessment procedures
  - Tests
  - Performances
  - An "A" is based on:
    - attitude,
    - performing to ability,
    - attendance to performances (or written valid excuse from parent/guardian)

**Name:** Cynthia Dineen  
**Grade:** K- 8 (this unit is for grade 6)  
**Discipline:** Music  
**Content:** Learning the Language of Music  
**Theme:** Communication

### Critical Content

Musical Vocabulary (Pre/k2:A8, A12, B5---  
3/4:A2, A6---5/8:A9)  
Names of Notes  
Kinds of Notes  
Music symbols

Musical Elements (Pre/k2:A4, B1, B4---  
3/4:A8, C4, C5---5/8:A2, A8, B1)  
Expression (Pre/k2:A1--3/4:A1, A4)  
Rhythm  
Form (Pre/k2:A7)  
Melody (3/4:A4)  
Timbre (Pre/k2:A3)  
Texture/Harmony (Pre/k2:A13, A15)

Musical Observation (Pre/k2:A9, C1---  
3/4:C1, C2---5/8:A7, B3, B6)  
At home  
At school  
Other

Musical Connections (Pre/k2:A10---  
5/8:A6, B6---HS:A9)  
Brain research  
The Mozart Effect

Musical Influence (Pre/k2:A1, B2, B3, C2,  
C4---3/4:A5, B1, B2, B3, B4, C6, C7 ---  
5/8:A1, B2, B4, B5, B6, C1, C4, C5---  
HS:A5, B1, B2, B3, B4, B5, C4)  
Composers  
Song Writers

### Theme and Generalizations

#### Communication

- Offers information
- Is everywhere
- Helps us understand things
- May cause negative or positive results
- May be simple or complex
- Makes connections
- Expresses ideas, feelings and meanings
- Can influence thinking
- Can be interactive

### Essential Questions (reflect important concepts)

1. How is the Language of music written?
2. What are the elements of music?
3. How does the language of music affect daily life?
4. How does learning musical language coincide with student achievement in other subjects?
5. How can knowing musical language help to communicate ideas, feelings and meanings?

### Essential Unit Questions (make essential questions specific)

1. What are names of notes, kinds of notes and music symbols?
2. What musical terms are used to convey the elements of music?
3. Where do we hear music during the day?
4. What research recognizes that music creates pathways to greater understanding in other subjects?
5. What is appropriate musical vocabulary to express ideas, feelings and meanings?

## Learning Objectives

### A. Vocabulary

1. In their study of musical language, students will identify and draw the seven musical notes on a staff with the correct musical symbols to display on a poster.
2. In their study of musical language, students will distinguish between the names of notes and the kinds of notes on a staff combined with the correct musical symbols and display the information on a graphic organizer.
3. In their study of musical language, students will determine and justify that the use of names of notes, kinds of notes and musical symbols are necessary in order to communicate information and conclude by reading a piece music while performing on an instrument.

### B. Elements

1. In their study of musical language, students will demonstrate the four musical terms for expression (Dynamics, Tempo, Articulation and Mood) by creating a representative drawing for each term.
2. In their study of musical language, students will compare/contrast the difference between the four musical terms for expression and present example songs representing each term for the class.
3. In their study of musical language, students will compose four short musical phrases. Each phrase will represent a musical term for expression, in order to appreciate how communication conveys feelings. This may be presented live or on an audiotape for the class.

### C. Rhythm

1. In their study of musical language, students will show four traits of rhythm (Beat, Duration, Meter, Pattern) by demonstration on a drum.
2. In their study of musical language, students will examine the four traits of rhythm. They will then perform or play 1 example for each trait and develop a game in which the class will guess which trait is being played.
3. In their study of musical language, students will investigate and verify how the rhythm and its four traits can be simple or complex in order to understand that communication can be simple or complex. Create two simple rhythms and find two complex rhythms on the keyboard to share with the class.

### D. Form

1. In their study of musical language, the student will recognize the use of form by singing a song of their choice, alone or with a partner, and conclude by identifying the A and B sections.
2. In their study of musical language, the student will differentiate between the A and B part of the song by interviewing an "A" character and a "B" character.
3. In their study of musical language, the student will develop a 12 bar blues line in order to verify that communication expresses feelings. This will be written on a musical score, and displayed on a poster board.

#### E. Melody

1. In their study of musical language, the student will paraphrase the definition and show one CD example for presentation in class.
2. In their study of the student will create their own short melody and play it on a keyboard for the class
3. In their study of musical language the student will analyze why melody is simpler and harmony is more complex in order to correlate the simplicity and complexity of communication and obtain examples (i.e. a songbird CD and a recording of Handel's *Messiah*) to show the relationship of the concepts in a class presentation and discussion.

#### F. Timbre

1. In their study of musical language, the student will list ways timbre (Environmental, Vocal, Instrumental and Electronic) is produced and share the information on a bulletin board.
2. In their study of musical language, the student will investigate ways timbre is produced and create questions for a survey to discover other classmates' favorite types of timbre and display results on the bulletin board of #1.
3. In their study of musical language, the student will select examples of different instrument timbres in order to compare how communication can express different ideas and meaning. They will find internet resources for and print out pictures of examples to help develop the bulletin board of #1.

#### G. Texture/Harmony

1. In their study of musical language, the student will label kinds of texture (Ostinato, partner songs, countermelodies and descants, rounds and canons) and kinds of harmony (Harmony/No harmony, unison/chordal harmony, major/minor) on a graphic organizer.
2. In their study of musical language, the student will compare and contrast texture and harmony on a T chart to present to the class.
3. In their study of musical language, the student will compare and contrast texture and harmony in order to compare and contrast how communication can be simple or complex on T charts.

#### H. Observation

1. In their study of musical language, the student will observe places they hear music every day for a week and record the different genres in a journal entry.
2. In their study of musical language, the student will examine the music they hear daily and relate how each genre they hear makes them feel and write it in an essay.
3. In their study of musical language, the student will predict what would happen if they only heard one genre of music all day long, every day in order to verify that communication can produce positive or negative results and share it in a diary entry.

## I. Connections

1. In their study of musical language, the student will research the data on the internet regarding music and the brain and write a news report about the information collected.
2. In their study of musical language, the student will analyze the data on the internet regarding music and the brain and lead the class in a debate to present the information.
3. In their study of musical language, the student will compile and correlate data regarding the affect of music in Einstein's life in order to formulate that communication makes connections and give a powerpoint presentation.

## J. Influence

1. In their study of musical language, the student will discover ways music can influence a generation by making a list of songs from the Vietnam Era.
2. In their study of musical language, the student will infer how music can influence a generation by collecting information and picture about songs and songwriters from the Vietnam era and presenting the information in a collage.
3. In their study of musical language, the student will judge how music can influence a generation in order to associate that communication can influence thinking by creating a short musical presentation of the Vietnam Era. (#1's, #2's and #3's will collaborate to produce the final musical product, but #3's will direct the process)