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| Reading & Performing Written Music Lesson Organizer | | | | | |
| Domain Vocabulary: *accent, accidental, bar, bar line, beat, C-major scale, canon, chord, chorus, clef, coda, D.C. al fine, dotted note, downbeat, dynamics, flat, form, half rest, harmony, interval, introduction, legato, measure, melody, meter, middle C, notation, note, phrase, pitch, quarter rest, refrain, repeat sign, rhythm, round, scale, sharp, staccato, staff, tempo, theme, variation, tie, timbre, time/meter signature, treble clef, verse, whole rest, fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo* | | | | | |
| Cross-Curricular Connections: LA – notation is the written language of music; MATH – fraction computation | | | | | |
| # | Method | Objectives | Higher Order Questioning | CK Songs | Thinking Framework |
| Pre-Unit | Discussion, Listening | Define the Elements of Music as “building blocks” of music  Identify the 7 Elements of Music in theory and while listening to musical examples | What do we need in order to have music? What does music have to have? What does music look like? |  | Knowledge |
| 1 | Lecture, Discussion | Define Rhythm as patterns of sound  Define Tempo as the speed of music  Maintain a steady beat  Identify and perform accent beats | What is a rhythm? |  | Knowledge, Modeling, Creativity |
| 2 | Discussion, Worksheet | Identify Musical Notation as the written language of music  Identify and perform whole, half, quarter and eighth notes | How do we see/write rhythms? |  | Knowledge, Patterns |
| 3 | Discussion, Worksheet | Identify tied and dotted notes in written music  Explain the effect ties and dots have on notes | How do we make notes longer? How can we use math in music? |  | Knowledge, Patterns |
| 4 | Practice, Performance | Correctly play whole, half, quarter, eighth, dotted quarter, dotted half, dotted eighth and tied notes in simple rhythms  Sing The Yellow Rose of Texas and identify its rhythms |  | The Yellow Rose of Texas | Modeling, Creativity |
| 5 | Discussion, Worksheet | Identify whole, half, quarter and eighth rests  Correctly count out simple rhythms  Match rests to their corresponding notes | How do we tell someone not to play in a piece of music? |  | Knowledge, Patterns |
| 6 | Practice, Performance | Correctly play notes and rests in simple rhythms  Count out and perform The Yellow Rose of Texas in rhythm |  | The Yellow Rose of Texas | Modeling, Creativity |
| 7 | Discussion, Worksheet | Define Dynamics as volume  Identify and define ff, f, mf, mp, p, pp | Why is volume an important aspect of music? |  | Knowledge |
| 8 | Lecture, Activity | Identify and explain the use of crescendo, decrescendo and diminuendo  Participate in a “Rainstorm” Activity to exemplify the use of crescendo, decrescendo and diminuendo |  |  | Knowledge, Creativity |
| 9 | Writing, Practice | Write simple songs using Rhythm and Dynamics |  |  | Creativity |
| 10 | Practice, Performance | Perform simple songs (written by classmates) using Rhythm and Dynamics |  |  | Creativity |
| 11 | Discussion, Listening | Define Melody as a sequence of notes moving up and down in pitch  Identify high v. low notes and movements of melodies (up v. down) in Auld Lang Syne | Is rhythm by itself music? What else do we need? | Auld Lang Syne | Knowledge, Patterns |
| 12 | Lecture, Worksheet | Identify the notes on the Treble Staff (FACE, AGBDF) | How do we show a musician what pitches to play? |  | Knowledge |
| 13 | Lecture, Practice | Identify the notes of the Treble clef on a keyboard instrument (piano or xylophone)  Play simple scales on a xylophone by reading notes on the Treble clef |  |  | Knowledge, Modeling |
| 14 | Practice, Performance | Play simple songs on a xylophone by reading melodies and rhythms |  |  | Creativity |
| 15 | Lecture, Worksheet | Identify sharps and flats in written music  Explain the effect of sharps and flats on notes | What about the black notes on the piano? |  | Knowledge |
| 16 | Practice, Performance | Play simple songs on a xylophone that includes sharps and/or flats |  |  | Modeling, Creativity |
| 17 | Discussion | Define Harmony as two or more pitches occurring at the same time  Explain how the guitar can play melody and harmony  Identify two types of Harmony (round v. interval)  Define interval as the distance between two notes |  | Auld Lang Syne, I Love the Mountains | Knowledge, Patterns |
| 18 | Performance | Sing I Love the Mountains in unison, 2-part, and 4-part harmony |  | I Love the Mountains | Creativity |