# Grade 5 General Music - Unit 4 - Xylos - Playing on the Lower Bars

## Unit Focus

In this unit, student musicians are introduced to the lower bars (the naturals) by way of their relationship to adjacent upper bars. Students will read from standard music notation and locate the notes on their xylos to perform two familiar songs. The first song is the iconic 60's anthem, *We Will Rock You!* which is their first venture into playing exclusively on the lower bars. The second is *The Sesame Street Song* (comp and bass line only), a widely-known jazz tune which uses a combination of lower and upper bars. Learning experiences typically include the continuation of note and beat games from prior units, and the addition of percussion instruments on which everyone is welcome to take a turn!

## Stage 1: Desired Results - Key Understandings

### Standard(s)

**National Core Arts**
Standards General Music: 5

- Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. (MU:Pr4.2.5.a)
- When analyzing selected music, read and perform using standard notation. (MU:Pr4.2.5.b)

**Madison Public Schools Profile of a Graduate**

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2)

### Transfer

*Students will be able to independently use their learning to...*
**T1** Develop and refine techniques and skills through purposeful practice and application to become more fluent
**T2** Make appropriate choices as a responsible, respectful participant within a communal artistic experience

### Meaning

#### Understanding(s)

*Students will understand that...*
**U1** Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.
**U2** on keyboard instruments you can visually see the relationship of half steps and whole steps. (accidentals)

#### Essential Question(s)

*Students will keep considering...*
**Q1** What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?
**Q2** How does knowing more about the topic change or deepen my understanding?

### Acquisition of Knowledge and Skill

#### Knowledge

*Students will know...*
**K1** how to describe a half step and a natural.
**K2** given a flatted note, how to move to a natural that has the same letter name (example, Ab to A natural)
**K3** how to read standard notation for the chromatic tones from middle C to C2 (naturals and flats only)
**K4** how to create a drum beat to accompany a song.

#### Skill(s)

*Students will be skilled at...*
**S1** locating and playing the naturals on the lower bars.
**S2** reading, singing and playing simple melodies on the lower bars.
**S3** reading and playing a song that uses both lower and upper bars.
**S4** playing a drum beat to accompany a song.