

THE BIG THREE: MELODY, HARMONY, AND RHYTHM MUSICAL ELEMENTS

Grade Level or Special Area: Music 6-8

Written by: Jim Gunn, Twin Peaks Charter Academy, Longmont, CO

Length of Unit: Three lessons over nine class periods of 45 minutes each

I. ABSTRACT

In this 6th through 8th grade Music Elements unit, students are introduced to the characteristics of three main forms of music elements: Melody, Harmony, and Rhythm. The students will listen to, analyze, and compose music that demonstrates an understanding of how the *Core Knowledge Sequence* musical elements subsection supports those musical elements.

II. OVERVIEW

A. Concept Objectives

1. Understands appropriate criteria for listening to, analyzing, evaluating, and describing music. (derived from the Colorado Model Content Standards for Music #4)
2. Understands appropriate criteria for reading and notating music. (derived from the Colorado Model Content Standards for Music #2)
3. Understands appropriate criteria and applies them to creating music. (derived from the Colorado Model Content Standards for Music #3)

B. Content from the *Core Knowledge Sequence*

1. **Elements of Music 6-8:** Melody, Harmony, and Rhythm (pages 146, 170, 194)

C. Skill Objectives

1. Define musical terms. (derived from the CMCSM #4)
2. Listen and identify terms using short musical examples. (derived from the CMCSM #4)
3. Using the Melody Listening Log handout sheet, (Appendix A), students will identify items from the key vocabulary while listening to five musical selections that focus on Melody. (derived from the CMCSM #4)
4. Students will begin writing (composing) a short musical example with the Melody Rubric, (Appendix C), that demonstrates the characteristics of Melody and using items from the key vocabulary. (derived from the CMCSM #2 and CMCSM #3)
5. Students will finish writing (composing) a short musical example with the Melody Rubric, (Appendix C), that demonstrates the characteristics of Melody and using items from the key vocabulary. (derived from the CMCSM #2 and CMCSM #3)
6. Students will present written material to teacher and play musical composition for class through several avenues: they play composition using a computer music program, keyboard or piano, or teachers plays composition. (derived from the CMCSM #3)
7. Using a Harmony Listening Log. (Appendix D) students will identify items from the key vocabulary while listening to five musical selections that focus on Harmony. (derived from the CMCSM #4)
8. Students will begin writing (composing) a short musical example with the Harmony Composition Rubric, (Appendix F), that demonstrates the characteristics of Harmony and using items from the key vocabulary. (derived from the CMCSM #2 and CMCSM #3)

9. Students will finish writing (composing) a short musical example with the Harmony Composition Rubric, (Appendix F), that demonstrates the characteristics of Harmony and using items from the key vocabulary. (derived from the CMCSM #2 and CMCSM #3)
10. Students will present written material to teacher and play musical composition for class through several avenues: they play composition using a computer music program, keyboard or piano, or teachers plays composition. (derived from the CMCSM #3)
11. Using a Rhythm Listening Log, (Appendix G) students will identify items from the key vocabulary while listening to five musical selections that focus on Rhythm. (derived from the CMCSM #4)
12. Students will begin writing (composing) a short musical example with the Rhythm Composition Rubric, (Appendix I), that demonstrates the characteristics of Rhythm and using items from the key vocabulary. (derived from the CMCSM #2 and CMCSM #3)
13. Students will finish writing (composing) a short musical example with the Rhythm Composition Rubric, (Appendix I), that demonstrates the characteristics of Rhythm and using items from the key vocabulary. (derived from the CMCSM #2 and CMCSM #3)
14. Students will present written material to teacher and play musical composition for class through several avenues: they play composition using a computer music program, keyboard or piano, or teachers plays composition. (derived from the CMCSM #3)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Familiarity with *Core Knowledge Sequence* 6-8 Music subsection.
2. Key vocabulary definitions (Appendices B, E, H)
3. Listening log (Appendices A, D, G)
4. Melody, Harmony, Rhythm composition rubric (Appendices C, F, I)
5. Listening example songs from the CD's from the *Core Knowledge Sequence* music collection, choose three songs for each lesson and play only about two minutes of each song, then give the students three minutes to complete and discuss the examples with the listening logs (Appendices A, D, G)
6. Knowledge of the melody, "Twinkle, Twinkle, Little Star," for piano with chordal accompaniment. This example is a Core Knowledge song that is used as a repetitious device so that kids can see how one succession of tones can contain characteristics from the three music elements.
7. Basic piano and theory skills.

B. For Students

1. *Core Knowledge Sequence*, Music Elements, grades 6-8: Basic understanding of theory symbol recognition.
2. *Core Knowledge Sequence*, Music Elements, grades 6-8: Basic understanding of writing theory notation.
3. Basic understanding of computer usage, disk usage, computer composing program usage, and a floppy disk. (this is optional)
4. It is suggested for efficiency that each student have a music notebook that will contain all notes, a place for music staff paper, optional disk, and handouts in a student workbook format.

IV. RESOURCES

- A. Piano or keyboard.
- B. Optional: minimum four computers with a music composition program (Music Ace, Cakewalk, etc.)
- C. Baker, Theodore, editor, *Pocket Manual of Musical Terms*. New York, NY: Schirmer Books, 1995. 0-02-874567-1.

V. LESSONS

Lesson One, Day One: Melody

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understands appropriate criteria for listening to, analyzing, evaluating, and describing music. (derived from the Colorado Model Content Standards for Music #4)
 - 2. Lesson Content
 - a. **Music Elements 6-8: Melody**
 - b. Form
 - c. Introduction, Interlude, Coda
 - d. Theme and Variations
 - e. Intervals
 - f. Octave
 - g. Step melody
 - h. Leap melody
 - 3. Skill Objective(s)
 - a. Define musical terms. (derived from the CMCSM #4)
 - b. Listen and identify terms using short musical examples. (derived from the CMCSM #4)
- B. *Materials*
 - 1. Melody Composition Rubric (Appendix A) for each student
 - 2. Key vocabulary definitions on an overhead (Appendix B)
 - 3. Students have paper and pencil
 - 4. Piano or keyboard
- C. *Key Vocabulary*
 - 1. Melody - a succession of notes or tones combined together to create a sense of unity and an agreeable sound
 - 2. Voicing - assigning elements of music to a particular performing group
 - 3. Form - organizing musical similarities and differences into distinguishable movements
 - 4. Introduction - the musical preliminary, or introduction, to a piece of music
 - 5. Interlude - a music passage connecting two distinguishable movements
 - 6. Coda - a "tail"; hence the ending of a piece of music
 - 7. Theme - a subject; specifically a musical subject proposed as a groundwork for variations
 - 8. Variations - one of a set of transformations of a theme
 - 9. Intervals - the difference in pitch between two notes or tones
 - 10. Octave - the interval between the first and eighth tones of a series
 - 11. Step melody - a melodic progression of a second
 - 12. Leap melody - a melodic progression of larger than a second
- D. *Procedures/Activities*
 - 1. Greet students into music class as you normally would start (daily warm-up activity, etc.)

2. Hand out Melody Composition Rubric and explain how their music will be evaluated (Appendix C).
 3. Have students take out paper and pencil.
 4. Have students copy Melody as you read the definition off the overhead from the Melody Key Vocabulary (Appendix B).
 5. Demonstrate the first definition either by singing or playing notes for each item using a keyboard with a vocal sample, or by using a piano.
 6. Proceed to the next definition and repeat the process for each. **(A good musical example that demonstrates all the definitions is, “Twinkle, Twinkle, Little Star,” by Mozart.)**
- E. *Assessment/Evaluation*
1. Teacher observation of students’ written materials.
 2. Classroom discussion of the musical examples.

Lesson One, Day Two: Melody

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understands appropriate criteria for listening to, analyzing, evaluating, and describing music. (derived from the Colorado Model Content Standards for Music #4)
 - b. Understands appropriate criteria for reading and notating music. (derived from the Colorado Model Content Standards for Music #2)
 - c. Understands appropriate criteria and applies them to creating music. (derived from the Colorado Model Content Standards for Music #3)
 2. Lesson Content from the Core Knowledge Sequence
 - a. **Music Elements 6-8: Melody**
 - b. Form
 - c. Introduction, Interlude, Coda
 - d. Theme and Variations
 - e. Intervals
 - f. Octave
 - g. Step melody
 - h. Leap melody
 3. Skill Objective(s)
 - a. Using the Melody Listening Log handout sheet, (Appendix A), students will identify items from the key vocabulary while listening to five musical selections that focus on Melody. (Derived from the CMCSM #4)
 - b. Students will begin writing (composing) a short musical example with the Melody Rubric, (Appendix C), that demonstrates the characteristics of Melody and using items from the key vocabulary. (Derived from the CMCSM #2 and CMCSM #3)
- B. *Materials*
1. Three short (no more than two minutes each) musical examples from the *Core Knowledge Sequence* CD collection
 2. Two short (no more than two minutes each) musical examples from your library (suggested styles: Current Pop styles, Jazz, Blues, Modern and or Electronic music)
 3. Students have class notes from previous day and pencil
 4. Melody Listening Log (Appendix A) for each student
 5. Students have Melody Composition Rubric (Appendix C)

6. Music staff paper
 7. Optional floppy disk
 8. Music player (CD, Amplifier, Boom-Box, etc)
- C. *Key Vocabulary*
1. Melody - a succession of notes or tones combined together to create a sense of unity and an agreeable sound
 2. Voicing - assigning elements of music to a particular performing group
 3. Form - organizing musical similarities and differences into distinguishable movements
 4. Introduction - the musical preliminary, or introduction, to a piece of music
 5. Interlude - a music passage connecting two distinguishable movements
 6. Coda - a "tail"; hence the ending of a piece of music
 7. Theme - a subject; specifically a musical subject proposed as a groundwork for variations
 8. Variations - one of a set of transformations of a theme
 9. Intervals - the difference in pitch between two notes or tones
 10. Octave - the interval between the first and eighth tones of a series
 11. Step melody - a melodic progression of a second
 12. Leap melody - a melodic progression of larger than a second
- D. *Procedures/Activities*
1. Greet students into music class as you normally would start (daily warm-up activity, etc.)
 2. Have students take out key vocabulary notes, Melody Composition Rubric, and pencil (Appendix C).
 3. Hand out music staff paper and Melody Listening Log (Appendix A).
 4. Play each musical example (organize older music to newer music is one suggestion).
 5. Have students answer each question for the first example, discuss, and repeat with the remaining selections.
 6. Have students take out music staff paper and notate a melody using basic theory notation and the Melody Rubric that demonstrates the characteristics of Melody and using items from the key vocabulary (Appendix C).
- E. *Assessment/Evaluation*
1. Teacher observation of written listening example sheet, collect the listening sheets when completed (Appendix A).
 2. Teacher-led discussion of listening examples.
 3. Teacher guidance of composing activity.

Lesson One, Day Three: Melody

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understands appropriate criteria for reading and notating music. (Derived from the Colorado Model Content Standards for Music #2)
 - b. Understands appropriate criteria and applies them to creating music. (Derived from the Colorado Model Content Standards for Music #3)
 4. Lesson Content from the Core Knowledge Sequence
 - a. **Music Elements 6-8: Melody**
 - b. Form
 - c. Introduction, Interlude, Coda
 - d. Theme and Variations
 - e. Intervals

- f. Octave
 - g. Step melody
 - h. Leap melody
3. Skill Objective(s)
- a. Students will finish writing (composing) a short musical example with the Melody Rubric, (Appendix C), that demonstrates the characteristics of Melody and using items from the key vocabulary. (derived from the CMCSM #2 and CMCSM #3)
 - b. Students will present written material to teacher and play musical composition for class through several avenues: they play composition using a computer music program, keyboard or piano, or teachers plays composition. (derived from the CMCSM #3)
- B. *Materials*
- 1. Students will need key vocabulary notes, music staff paper, optional computer disk from the previous days' work
 - 2. Piano, keyboard and/or computer access
- C. *Key Vocabulary*
- 1. Melody - a succession of notes or tones combined together to create a sense of unity and an agreeable sound
 - 2. Voicing - assigning elements of music to a particular performing group
 - 3. Form - organizing musical similarities and differences into distinguishable movements
 - 4. Introduction - the musical preliminary, or introduction, to a piece of music
 - 5. Interlude - a music passage connecting two distinguishable movements
 - 6. Coda - a "tail"; hence the ending of a piece of music
 - 7. Theme - a subject; specifically a musical subject proposed as a groundwork for variations
 - 8. Variations - one of a set of transformations of a theme
 - 9. Intervals - the difference in pitch between two notes or tones
 - 10. Octave - the interval between the first and eighth tones of a series
 - 11. Step melody - a melodic progression of a second
 - 12. Leap melody - a melodic progression of larger than a second
- D. *Procedures/Activities*
- 1. Greet students into music class as you normally would start (daily warm-up activity, etc.)
 - 2. Have students take out previous days' notes, music staff paper with the begun melody, Melody Composition Rubric, and optional computer disk (Appendix C).
 - 3. Have students continue working on their melodies with teacher guidance (20 minutes).
 - 4. Have students turn in written musical composition for teacher to play for the class, or they may play the selection themselves.
 - 5. Have students that worked on a computer play their composition for the class.
- E. *Assessment/Evaluation*
- 1. Students self-evaluate melody composition with the Melody Composition Rubric (Appendix C).
 - 2. Teacher evaluates the written musical notation using the Melody Composition Rubric (Appendix C).
 - 3. Teacher evaluates the students' musical performance example for the class.

Lesson Two, Day Four: Harmony

A. Daily Objectives

1. Concept Objective(s)
 - a. Understands appropriate criteria for listening to, analyzing, evaluating, and describing music. (Derived from the Colorado Model Content Standards for Music #4)
2. Lesson Content from the Core Knowledge Sequence
 - a. **Music Elements 6-8:Harmony**
 - b. Chord
 - c. I chord (tonic)
 - d. IV chord (subdominant)
 - e. V chord (dominant)
 - f. V7 chord
 - g. Major
 - h. Minor
3. Skill Objective(s)
 - a. Define musical terms. (Derived from the CMCSM #4)
 - b. Listen and identify terms using short musical examples. (Derived from the CMCSM #4)

B. Materials

1. Harmony Composition Rubric (Appendix F) for each student
2. Key vocabulary definitions on an overhead (Appendix E)
3. Students have paper, pencil
4. Piano or keyboard

C. Key Vocabulary

1. Harmony - a music al combination of tones intended to support the melody and provide a sense of unity
2. Chord - a harmony of two or more tones
3. Consonant - a combination of tones that sound smooth or make you feel comfortable
4. Dissonance - a combination of tones that sound rough and make you feel uncomfortable
5. I chord (tonic) - contains a combination of tones, scales degrees one, three, and five, that are the most stable tones of a series or scale
6. IV chord (subdominant) - contains a combination of tones, scale degrees four, six, and one, that are unstable tones and those tones want to move to a stable set of tones
7. V chord (dominant) - contains a combination of tones, scale degrees five, seven, and two, that are unstable tones and those tones want to move to a stable set of tones
8. V7 chord - contains a combination of tones, scale degrees five, seven, two, and four, that are unstable tones and those tones want to move to a stable set of tones
9. Major - a scale or chord in which the 3rd degree of a scale forms a major third; often associated with happiness
10. Minor - a scale or chord in which the 3rd degree of a scale forms a minor third; often associated with sadness

D. Procedures/Activities

1. Greet students into music class as you normally would start (daily warm-up activity, etc.)
2. Hand out Harmony Composition Rubric and explain how their music will be evaluated (Appendix F).

3. Have students take out paper and pencil.
 4. Have students copy Harmony as you read the definition off the overhead from the Harmony Key Vocabulary (Appendix E).
 5. Demonstrate the first definition either by singing or playing notes for each item using a keyboard with a vocal sample, or by using a piano.
 6. Proceed to the next definition and repeat the process for each. **(A good musical example that demonstrates all the definitions is, “Twinkle, Twinkle, Little Star,” by Mozart.)**
- E. *Assessment/Evaluation*
1. Teacher observation of students’ written materials.
 2. Classroom discussion of the musical examples.

Lesson Two, Day Five: Harmony

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understands appropriate criteria for listening to, analyzing, evaluating, and describing music. (Derived from the Colorado Model Content Standards for Music #4)
 - b. Understands appropriate criteria for reading and notating music. (Derived from the Colorado Model Content Standards for Music #2)
 - c. Understands appropriate criteria and applies them to creating music. (Derived from the Colorado Model Content Standards for Music #3)
 2. Lesson Content from the Core Knowledge Sequence
 - a. **Music Elements 6-8:Harmony**
 - b. Chord
 - c. I chord (tonic)
 - d. IV chord (subdominant)
 - e. V chord (dominant)
 - f. V7 chord
 - g. Major
 - h. Minor
 3. Skill Objective(s)
 - a. Using a Harmony Listening Log. (Appendix D) students will identify items from the key vocabulary while listening to five musical selections that focus on Harmony. (Derived from the CMCSM #4)
 - b. Students will begin writing (composing) a short musical example with the Harmony Composition Rubric, (Appendix F), that demonstrates the characteristics of Harmony and using items from the key vocabulary. (Derived from the CMCSM #2 and CMCSM #3)
- B. *Materials*
1. Three short (no more than two minutes each) musical examples from the *Core Knowledge Sequence* listening, singing section
 2. Two short (no more than two minutes each) musical examples from your library (suggested styles: Current Pop styles, Jazz, Blues, Modern and or Electronic music)
 3. Students have key vocabulary from previous day, pencil
 4. Harmony Listening Log (Appendix D) for each student
 5. Students have Harmony Composition Rubric (Appendix F)
 6. Music staff paper
 7. Optional computer disk
 8. Music player (CD, Amplifier, Boom-Box, etc.)

C. *Key Vocabulary*

1. Harmony - a musical combination of tones intended to support the melody and provide a sense of unity
2. Chord - a harmony of two or more tones
3. Consonant - a combination of tones that sound smooth or make you feel comfortable
4. Dissonance - a combination of tones that sound rough and make you feel uncomfortable
5. I chord (tonic) - contains a combination of tones, scale degrees one, three, and five, that are the most stable tones of a series or scale
6. IV chord (subdominant) - contains a combination of tones, scale degrees four, six, and one, that are unstable tones and those tones want to move to a stable set of tones
7. V chord (dominant) - contains a combination of tones, scale degrees five, seven, and two, that are unstable tones and those tones want to move to a stable set of tones
8. V7 chord - contains a combination of tones, scale degrees five, seven, two, and four, that are unstable tones and those tones want to move to a stable set of tones
9. Major - a scale or chord in which the 3rd degree of a scale forms a major third; often associated with happiness
10. Minor - a scale or chord in which the 3rd degree of a scale forms a minor third; often associated with sadness

D. *Procedures/Activities*

1. Greet students into music class as you normally would start (daily warm-up activity, etc.)
2. Have students take out key vocabulary notes, Harmony Composition Rubric, and pencil (Appendix F).
3. Hand out music staff paper and Harmony Listening Log (Appendix D).
4. Play each musical example (organize older music to newer music is one suggestion).
5. Have students answer each question for the first example, discuss, and repeat with the remaining selections.
6. Have students take out music staff paper and notate a melody using basic theory notation and the Harmony Composition Rubric that demonstrates the characteristics of Harmony and using items from the key vocabulary (Appendix F).

E. *Assessment/Evaluation*

1. Teacher observation of written listening example sheet, collect the listening sheets when completed (Appendix D).
2. Teacher led discussion of listening examples.
3. Teacher guidance of composing activity.

Lesson Two, Day Six: Harmony

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understands appropriate criteria for reading and notating music. (Derived from the Colorado Model Content Standards for Music #2)
 - b. Understands appropriate criteria and applies them to creating music. (Derived from the Colorado Model Content Standards for Music #3)
2. Lesson Content from the Core Knowledge Sequence
 - a. **Music Elements 6-8:Harmony**

- b. Chord
 - c. I chord (tonic)
 - d. IV chord (subdominant)
 - e. V chord (dominant)
 - f. V7 chord
 - g. Major
 - h. Minor
3. Skill Objective(s)
- a. Students will finish writing (composing) a short musical example with the Harmony Composition Rubric, (Appendix F), that demonstrates the characteristics of Harmony and using items from the key vocabulary. (derived from the CMCSM #2 and CMCSM #3)
 - b. Students will present written material to teacher and play musical composition for class through several avenues: they play composition using a computer music program, keyboard or piano, or teachers plays composition. (derived from the CMCSM #3)

B. *Materials*

- 1. Students will need key vocabulary notes, music staff paper, optional computer disk from the previous days' work
- 2. Piano, keyboard and/or computer access

C. *Key Vocabulary*

- 1. Harmony - a musical combination of tones intended to support the melody and provide a sense of unity
- 2. Chord - a harmony of two or more tones
- 3. Consonant - a combination of tones that sound smooth or make you feel comfortable
- 4. Dissonance - a combination of tones that sound rough and make you feel uncomfortable
- 5. I chord (tonic) - contains a combination of tones, scales degrees one, three, and five, that are the most stable tones of a series or scale
- 6. IV chord (subdominant) - contains a combination of tones, scale degrees four, six, and one, that are unstable tones and those tones want to move to a stable set of tones
- 7. V chord (dominant) - contains a combination of tones, scale degrees five, seven, and two, that are unstable tones and those tones want to move to a stable set of tones
- 8. V7 chord - contains a combination of tones, scale degrees five, seven, two, and four, that are unstable tones and those tones want to move to a stable set of tones
- 9. Major - a scale or chord in which the 3rd degree of a scale forms a major third; often associated with happiness
- 10. Minor - a scale or chord in which the 3rd degree of a scale forms a minor third; often associated with sadness

D. *Procedures/Activities*

- 1. Greet students into music class as you normally would start (daily warm-up activity, etc.)
- 2. Have students take out previous days' notes, music staff paper with the begun harmony, Harmony Composition Rubric, and optional computer disk (Appendix F).
- 3. Have students continue working on their melodies with teacher guidance (20 minutes).

4. Have students turn in written musical composition for teacher to play for the class, or they may play the selection themselves.
 5. Have students that worked on a computer play their composition for the class.
- E. *Assessment/Evaluation*
1. Students self-evaluate harmony composition with the Harmony composition rubric (Appendix F).
 2. Teacher evaluates the written musical notation using the Harmony composition rubric (Appendix F).
 3. Teacher evaluates the students' musical performance example for the class.

Lesson Three, Day Seven: Rhythm

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understands appropriate criteria for listening to, analyzing, evaluating, and describing music. (Derived from the Colorado Model Content Standards for Music #4)
 2. Lesson Content from the Core Knowledge Sequence
 - a. **Music Elements 6-8: Rhythm**
 - b. Time Signature and Meter
 - c. Tempo
 - d. Accent
 - e. Syncopation
 - f. Grave
 - g. Largo
 - h. Adagio
 - i. Andante
 - j. Moderato
 - k. Allegro
 - l. Presto
 - m. Prestissimo
 - n. Ritardando and Accelerando
 - o. Crescendo and Decrescendo
 - p. Legato and Staccato
 3. Skill Objective(s)
 - a. Define musical terms. (Derived from the CMCSM #4)
 - b. Listen and identify terms using short musical examples. (Derived from the CMCSM #4)
- B. *Materials*
1. Rhythm Composition Rubric (Appendix I) for each student
 2. Key vocabulary definitions on an overhead (Appendix H)
 3. Students have paper and pencil
 4. Piano or keyboard
- C. *Key Vocabulary*
1. Rhythm - a regular succession of sounds or motions creating a sense of unity
 2. Time, signature, and meter - the organization of beats into a groups
 3. Tempo - the relative fastness or slowness of sounds or motions
 4. Accent - the relative strength or weakness of a beat
 5. Syncopation - to shift the accent of a tone from a strong to a weak beat, or vice-versa
 6. Grave - musical term meaning slow and solemn
 7. Largo - musical term meaning a tempo that is very slow

8. Adagio- Musical term meaning a tempo that is slow
 9. Andante - musical term meaning a tempo that is slow or walking speed
 10. Moderato - musical term meaning a tempo that is medium speed
 11. Allegro - musical term meaning a tempo that is fast
 12. Presto - musical term meaning a tempo that is very fast
 13. Prestissimo - musical term meaning a tempo that is as fast as possible
 14. Ritardando - musical term meaning to slow down the tempo
 15. Accelerando - musical term meaning to speed up the tempo
 16. Crescendo - musical term meaning to raise the volume of sound
 17. Decrescendo - musical term meaning to decrease the volume of sound
 18. Legato - musical term meaning to play or sing in a connected or smooth fashion
 19. Staccato - musical term meaning to play or sing in a connected or smooth fashion
- D. *Procedures/Activities*
1. Greet students into music class as you normally would start (daily warm-up activity, etc.)
 2. Hand out Rhythm Composition Rubric and explain how their music will be evaluated (Appendix I).
 3. Have students take out paper and pencil.
 4. Have students copy Rhythm as you read the definition off the overhead from the Rhythm Key Vocabulary (Appendix H).
 5. Demonstrate the first definition either by singing or playing notes for each item using a keyboard or by using a piano.
 6. Proceed to the next definition and repeat the process for each. **(A good musical example that demonstrates all the definitions is, “Twinkle, Twinkle, Little Star,” by Mozart.)**
- E. *Assessment/Evaluation*
1. Teacher observation of students’ written materials.
 2. Classroom discussion of the musical examples.

Lesson Three, Day Eight: Rhythm

- A. *Daily Objectives*
2. Concept Objective(s)
 - a. Understands appropriate criteria for listening to, analyzing, evaluating, and describing music. (Derived from the Colorado Model Content Standards for Music #4)
 - b. Understands appropriate criteria for reading and notating music. (Derived from the Colorado Model Content Standards for Music #2)
 - c. Understands appropriate criteria and applies them to creating music. (Derived from the Colorado Model Content Standards for Music #3)
 3. Lesson Content from the Core Knowledge Sequence
 - a. **Music Elements 6-8: Rhythm**
 - b. Time Signature and Meter
 - c. Tempo
 - d. Accent
 - e. Syncopation
 - f. Grave
 - g. Largo
 - h. Adagio
 - i. Andante
 - j. Moderato
 - k. Allegro

- l. Presto
 - m. Prestissimo
 - n. Ritardando and Accelerando
 - o. Crescendo and Decrescendo
 - p. Legato and Staccato
4. Skill Objective(s)
- a. Using a Rhythm Listening Log, (Appendix G) students will identify items from the key vocabulary while listening to five musical selections that focus on Rhythm. (derived from the CMCSM #4)
 - b. Students will begin writing (composing) a short musical example with the Rhythm Composition Rubric, (Appendix I), that demonstrates the characteristics of Rhythm and using items from the key vocabulary. (derived from the CMCSM #2 and CMCSM #3)
- B. *Materials*
- 1. Three short (no more than two minutes each) musical examples from the *Core Knowledge Sequence* listening, singing section
 - 2. Two short (no more than two minutes each) musical examples from your library (suggested styles: Current Pop styles, Jazz, Blues, Modern and or Electronic music)
 - 3. Students have key vocabulary from previous day and pencil
 - 4. Rhythm Listening Log (Appendix G) for each student
 - 5. Students have Rhythm Composition Rubric (Appendix I)
 - 6. Music staff paper
 - 7. Optional computer disk
 - 8. Music player (CD, Amplifier, Boom-Box, etc)
- C. *Key Vocabulary*
- 1. Rhythm - a regular succession of sounds or motions creating a sense of unity
 - 2. Time, signature, and meter - the organization of beats into a groups
 - 3. Tempo - the relative fastness or slowness of sounds or motions
 - 4. Accent - the relative strength or weakness of a beat
 - 5. Syncopation - to shift the accent of a tone from a strong to a weak beat, or vice-versa
 - 6. Grave - musical term meaning slow and solemn
 - 7. Largo - musical term meaning a tempo that is very slow
 - 8. Adagio- Musical term meaning a tempo that is slow
 - 9. Andante - musical term meaning a tempo that is slow or walking speed
 - 10. Moderato - musical term meaning a tempo that is medium speed
 - 11. Allegro - musical term meaning a tempo that is fast
 - 12. Presto - musical term meaning a tempo that is very fast
 - 13. Prestissimo - musical term meaning a tempo that is as fast as possible
 - 14. Ritardando - musical term meaning to slow down the tempo
 - 15. Accelerando - musical term meaning to speed up the tempo
 - 16. Crescendo - musical term meaning to raise the volume of sound
 - 17. Decrescendo - musical term meaning to decrease the volume of sound
 - 18. Legato - musical term meaning to play or sing in a connected or smooth fashion
 - 19. Staccato - musical term meaning to play or sing in a connected or smooth fashion
- D. *Procedures/Activities*
- 1. Greet students into music class as you normally would start (daily warm-up activity, etc.)
 - 2. Have students take out key vocabulary notes, Rhythm Composition Rubric, and pencil. (Appendix I)

3. Hand out music staff paper and Rhythm Listening Log (Appendix G).
 4. Play each musical example (organize older music to newer music is one suggestion).
 5. Have students answer each question for the first example, discuss, and repeat with the remaining selections.
 6. Have students take out music staff paper and notate a melody using basic theory notation and the Rhythm Composition Rubric that demonstrates the characteristics of Rhythm and using items from the key vocabulary (Appendix I).
- E. *Assessment/Evaluation*
1. Teacher observation of written listening example sheet, collect the listening sheets when completed (Appendix G).
 2. Teacher-led discussion of listening examples.
 3. Teacher guidance of composing activity.

Lesson Three, Day Nine: Rhythm

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understands appropriate criteria for reading and notating music. (derived from the Colorado Model Content Standards for Music #2)
 - b. Understands appropriate criteria and applies them to creating music. (derived from the Colorado Model Content Standards for Music #3)
2. Lesson Content from the Core Knowledge Sequence
 - a. **Music Elements 6-8: Rhythm**
 - b. Time Signature and Meter
 - c. Tempo
 - d. Accent
 - e. Syncopation
 - f. Grave
 - g. Largo
 - h. Adagio
 - i. Andante
 - j. Moderato
 - k. Allegro
 - l. Presto
 - m. Prestissimo
 - n. Ritardando and Accelerando
 - o. Crescendo and Decrescendo
 - p. Legato and Staccato
3. Skill Objective(s)
 - a. Students will finish writing (composing) a short musical example with the Rhythm Composition Rubric, (Appendix I), that demonstrates the characteristics of Rhythm and using items from the key vocabulary. (derived from the CMCSM #2 and CMCSM #3)
 - b. Students will present written material to teacher and play musical composition for class through several avenues: they play composition using a computer music program, keyboard or piano, or teachers plays composition. (derived from the CMCSM #3)

B. *Materials*

1. Students will need notes, staff paper, or computer disk from the previous days' work
2. Piano, keyboard and/or computer access

- C. *Key Vocabulary*
1. Rhythm - a regular succession of sounds or motions creating a sense of unity
 2. Time, signature, and meter - the organization of beats into a groups
 3. Tempo - the relative fastness or slowness of sounds or motions
 4. Accent - the relative strength or weakness of a beat
 5. Syncopation - to shift the accent of a tone from a strong to a weak beat, or vice-versa
 6. Grave - musical term meaning slow and solemn
 7. Largo - musical term meaning a tempo that is very slow
 8. Adagio- Musical term meaning a tempo that is slow
 9. Andante - musical term meaning a tempo that is slow or walking speed
 10. Moderato - musical term meaning a tempo that is medium speed
 11. Allegro - musical term meaning a tempo that is fast
 12. Presto - musical term meaning a tempo that is very fast
 13. Prestissimo - musical term meaning a tempo that is as fast as possible
 14. Ritardando - musical term meaning to slow down the tempo
 15. Accelerando - musical term meaning to speed up the tempo
 16. Crescendo - musical term meaning to raise the volume of sound
 17. Decrescendo - musical term meaning to decrease the volume of sound
 18. Legato - musical term meaning to play or sing in a connected or smooth fashion
 19. Staccato - musical term meaning to play or sing in a connected or smooth fashion
- D. *Procedures/Activities*
1. Greet students into music class as you normally would start (daily warm-up activity, etc.)
 2. Have students take out previous days' notes, music staff paper with the begun rhythm, Rhythm Composition Rubric, and optional computer disk (Appendix I).
 3. Have students continue working on their melodies with teacher guidance (20 minutes).
 4. Have students turn in written musical composition for teacher to play for the class, or they may play the selection themselves.
 5. Have students that worked on a computer play their composition for the class.
- E. *Assessment/Evaluation*
1. Students self-evaluate melody composition with the Rhythm Composition Rubric (Appendix I).
 2. Teacher evaluates the written musical notation using the Rhythm Composition Rubric (Appendix I).
 3. Teacher evaluates the students' musical performance example for the class.

VI. CULMINATING ACTIVITY
None

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Melody Listening Log
- B. Appendix B: Melody Key Vocabulary
- C. Appendix C: Melody Composition Rubric
- D. Appendix D: Harmony Listening Log
- E. Appendix E: Harmony Key Vocabulary
- F. Appendix F: Harmony Composition Rubric
- G. Appendix G: Rhythm Listening Log
- H. Appendix H: Rhythm Key Vocabulary
- I. Appendix I: Rhythm Composition Rubric

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Appendix A

Melody Listening Log

1. Can you hear at least one succession of tones that would make a melody? Yes or No. What did the melody remind you of? (Running, dancing, rain falling, etc)
2. How often is the melody repeated? Once, Twice, or More? Record how many times each melody is repeated.
Melody 1 _____
Melody 2 _____
Melody 3 _____
Melody 4 _____
3. Is the melody skip or leap?
4. List the instruments (voicing) that perform the melody.
1. _____ 2. _____
3. _____ 4. _____
5. Why did this melody make the composer money; why is the melody popular?

Appendix B

Melody Key Vocabulary

1. **Melody** - a succession of notes or tones combined together to create a sense of unity and an agreeable sound
2. **Voicing** - assigning elements of music to a particular performing group
3. **Form** - organizing musical similarities and differences into distinguishable movements
4. **Introduction** - the musical preliminary, or introduction, to a piece of music
5. **Interlude** - a music passage connecting two distinguishable movements
6. **Coda** - a “tail”; hence the ending of a piece of music
7. **Theme** - a subject; specifically a musical subject proposed as a groundwork for variations
8. **Variations** - one of a set of transformations of a theme
9. **Intervals** - the difference in pitch between two notes or tones
10. **Octave** - the interval between the first and eighth tones of a series
11. **Step melody** - a melodic progression of a second
12. **Leap melody** - a melodic progression of larger than a second

Appendix C

Melody Rubric

Compose a melody, a succession of tones that has an agreeable sound, **in the key of C**, on the staff paper provided that contains the following objectives:

Has a beginning and ending

A length of at least eight notes

Has one **interval** of a 3rd

Has two notes that are a **step melody**

Has two notes that are an **octave melody**

Objective	Yes	No	Comments
Has a beginning and ending			
A length of at least eight notes			
Has one interval of a 3 rd			
Has two notes that are a step melody			
Has two notes that are an octave melody			

Appendix D

Harmony Listening Log

1. Can you hear at least one succession of chords or tones that would make a harmony? Yes or No. What did the harmony remind you of? (Happiness, sadness, warmth, etc.)

2. Is/are the harmony(ies) created by one tone at a time or in a chord?

3. Does/Do the harmony(ies) sound **consonant** or **dissonant**?

4. List the instruments (voicing) that perform the harmony.
1. _____ 2. _____
3. _____ 4. _____

Appendix E

Harmony Key Vocabulary

1. **Harmony** - a musical combination of tones intended to support the melody and provide a sense of unity
2. **Chord** - a harmony of two or more tones
3. **Consonant** - a combination of tones that sound smooth or make you feel comfortable
4. **Dissonance** - a combination of tones that sound rough and make you feel uncomfortable
5. **I chord (tonic)** - contains a combination of tones, scale degrees one, three, and five, that are the most stable tones of a series or scale
6. **IV chord (subdominant)** - contains a combination of tones, scale degrees four, six, and one that are unstable tones and those tones want to move to a stable set of tones
7. **V chord (dominant)** - contains a combination of tones, scale degrees five, seven, and two, that are unstable tones and those tones want to move to a stable set of tones
8. **V7 chord** - contains a combination of tones, scale degrees five, seven, two, and four, that are unstable tones and those tones want to move to a stable set of tones
9. **Major** - a scale or chord in which the 3rd degree of a scale forms a major third; often associated with happiness
10. **Minor** - a scale or chord in which the 3rd degree of a scale forms a minor third; often associated with sadness

Appendix F

Harmony Rubric

Compose a harmony, a succession of tones or chords that support the melody, **in the key of C**, on the staff paper provided that contains the following objectives:

Has a beginning and ending

Has at least one **consonant harmony**

Has at least one **dissonant harmony**

Has one **tonic chord**

Has one **dominant chord**

Objective	Yes	No	Comments
Has a beginning and ending			
Has at least one consonant harmony			
Has at least one dissonant harmony			
Has one tonic chord			
Has one dominant chord			

Appendix G

Rhythm Listening Log

1. Can you hear at least one succession of sounds that would make a rhythm? Yes or No. What did the rhythm remind you of? (Running, walking, a busy city street, etc.)
2. What is the **tempo** of the example? Slow, Medium, or Fast. What is an appropriate Italian Musical Term you could use?
3. What is the **time, signature** or **meter** (number) of the example?
4. List the instruments (voicing) that perform the rhythm.
1. _____ 2. _____
3. _____ 4. _____

Appendix H

Rhythm Key Vocabulary

1. **Rhythm** - a regular succession of sounds or motions creating a sense of unity
2. **Time, Signature, and Meter** - the organization of beats into a group
3. **Tempo** - the relative fastness or slowness of sounds or motions
4. **Accent** - the relative strength or weakness of a beat
5. **Syncopation** - to shift the accent of a tone from a strong to a weak beat, or vice-versa
6. **Grave** - musical term meaning slow and solemn
7. **Largo** - musical term meaning a tempo that is very slow
8. **Adagio** - musical term meaning a tempo that is slow
9. **Andante** - musical term meaning a tempo that is slow or walking speed
10. **Moderato** - musical term meaning a tempo that is medium speed
11. **Allegro** - musical term meaning a tempo that is fast
12. **Presto** - musical term meaning a tempo that is very fast
13. **Prestissimo** - musical term meaning a tempo that is as fast as possible
14. **Ritardando** - musical term meaning to slow down the tempo
15. **Accelerando** - musical term meaning to speed up the tempo
16. **Crescendo** - musical term meaning to raise the volume of sound; also called a dynamic
17. **Decrescendo** - musical term meaning to decrease the volume of sound; also called a dynamic
18. **Legato** - musical term meaning to play or sing in a connected or smooth fashion
19. **Staccato** - musical term meaning to play or sing in a connected or smooth fashion

Appendix I

Rhythm Rubric

Compose a rhythm, a succession of sounds, on the staff paper provided that contains the following objectives:

Has a beginning and ending

Has a **time signature**

Has **tempo** marking (**Italian term**)

Has at least two tied, or **connected**, notes

Has at least two **dynamic** changes

Objective	Yes	No	Comments
Has a beginning and ending			
Has a time signature			
Has tempo marking (Italian term)			
Has at least two tied, or connected (legato) , notes			
Has at least two dynamic changes			