

Unit/Lesson Title: Elements of Music Structure - Theme

Grade Level: 7

Unit/Lesson Author: Susan Linder

School: Rafer Johnson Junior High School

District: Kingsburg Elementary Charter

Essential Understanding

What is the “Big Idea” of the unit or lesson?

Students will understand that: Musical structure (form) can be compared to the structure of literature. This will be taught as a process over a period of several days, making sure that ELD and Title I students are able to conceptualize what is taking place.

Skills and Knowledge Students Need and/or Will Develop

Good structure takes the listener on a musical journey. 1) It has a beginning, a middle, and an end; 2) Structure is fundamental in music and in literature; 3) a piece of literature can have hundreds of words; in music, it’s called motives; 4) a phrase is like a clause in a sentence; 5) A musical sentence is usually 8 bars; 6) With so many sentences of music, pieces take on a specific form; 7) Form provides clarity and order in all the arts; 8) artists make conscious choices about form in their works; 9) The basic principles of form – repetition and contrast are present in all areas of our lives; 10) Tempo and dynamics affect the mood of a musical work and our emotional response; 11) The basic elements of form are repetition, contrast, and variation; 12) Motives and themes are the building blocks of large forms; 12) music has texture; 13) music has rhythm; 14) music has melody; 15) music has genres; 16) music has transitions; 17) music has themes. Theme will be emphasized here.

Standards Addressed

<u>Grade 7 Music Content Standards</u>	<u>Content Standards in Other Subject(s)</u>
<p>5.1 Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.</p> <p>3.3 Identify and describe distinguishing characteristics of musical genres and styles (from a variety of cultures).</p> <p>3.6 Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.</p>	<p>Reading 2.4 Identify and trace the development of an author’s argument, point of view, or perspective in text.</p> <p>Reading 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.</p> <p>Reading: 3.2 Identify events that advance the plot and determine how each event explains past or present actions</p> <p>Reading 3.4 Identify and analyze recurring themes across works.</p> <p>Reading 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.</p> <p>Writing 2.2 Write responses to literature.</p> <p>Writing 2.4 Write persuasive compositions</p> <p>Writing 2.5 Write summaries of reading materials</p>

Objectives: (final performance or product)

In what way(s) will students demonstrate what they have learned?

Students will: write a reflection at the end that will demonstrate that they can translate concepts learned in the workshop into their own classroom. Students will write a response to “Romeo and Juliet” Overture – Fantasy after Shakespeare and compare it to the novella **West Side Story**, identifying events that advance the plot, analyzing recurring themes in the two pieces of art. Students will also write a persuasive essay that demonstrates which of the two pieces of art does the better job with theme.

Student Pre-Assessment

How do you know what the students already know? What pre-assessment activities will help you determine what students already know?

Vocabulary charts can be given at the beginning and the words will be defined in cooperative learning groups; all answers will be given in a community share session. Those terms which no one understands will be discussed, explored, and defined.

Teacher’s Needs Assessment

What content knowledge and resources will you need to implement this lesson?

1. Background on the composer (Tchaikovsky), musical vocabulary structure,
2. More experience listening carefully to classical music; studying musical theme and its attributes.

Final Student Assessment

How will you know that students have achieved the standard?

Students will work in cooperative learning groups to develop a series of questions that are Level 2 or 3 from Costa’s levels of questioning. Students will then discuss the questions as a community, and perhaps participate in an activity utilizing said questions. Finally an exam created from the students’ own questions will be given.

A persuasive essay that demonstrates which of the two pieces does the better job with theme will also be written.

Learning Sequence

The Lesson Plan: What are the various steps in the unit/lesson implementation?

- Step 1: Pre-assessment vocabulary worksheet
- Step 2: Introduction of Cornell notes on the Elements of Music
- Step 3: Students will do a partner/share on the similarities of music to various literature genres: poetry, story, etc.
- Step 4: Group share on musical equivalents to literature.
- Step 5: Students will listen to the overture of "Romeo and Juliet," drawing mountains, following melody up and down mountains (this will be done on sheet music template).
- Step 6: Group share: high & low, loud & soft, Long & short. Instruments will be identified for the each of the sounds.
- Step 7: Students will begin a graphic organizer identifying theme, instruments used, mood, tempo, etc.
- Step 8: Students will listen again to the overture of "Romeo and Juliet," this time will map tempo on the template. This time the class will decide on the symbols to be written before starting the task.
- Step 9: Group share: tempo word: allegro, largo, presto, etc., will be placed on the score.
- Step 10: Group share: what is the mood or feeling? Does it remain constant in the overture? (See if there are 3 parts to this overture, as there was in the overtures studied earlier).
- Step 11: Use music journals to reflect on today's experiences: What is different about listening to "Romeo and Juliet" than to music that you select yourself?
- Step 12: Students will work in cooperative groups of 4 devising 1 essay question and 5 multiple choice questions, using vocabulary from Costa's levels of questions.
- Step 13: Group-share of questions; modifications, explicit teaching on vocabulary, etc.
- Step 14: Activity such as "Jeopardy," etc. Class will develop their own Cornell notes on Theme.
- Step 15: Test composed of student questions is given.
- Step 16: Students will have already read **West Side Story**. Use reading journal to reflect: What is the setting and the mood of this piece of literature? What sounds do you think would be used to reflect the same thing in music? What kinds of instruments? Is it loud or soft? Are the notes high or low? How do they compare with the mood of the music? It's theme? How does the composer develop theme?
- Step 17: Use graphic organizer detailing the author's theme: diction, characterization, events, etc.
- Step 18: Musical graphic is compared to the one on West Side Story.
- Step 19: Students begin the pre-writing process with the Persuasive Writing Graphic organizer.
- Step 20: Students begin their rough draft of their essay.
- Step 21: Revision of rough draft using the 6 traits of writing for 2 – 3 days.
- Step 22: Final draft.

Vocabulary

What vocabulary will students need to know and learn, in order to achieve the standards addressed in the unit/lesson?

Motives	bars	clarity	repetition
Contrast	tempo	dynamics	forte
Piano	mezzo	crescendo	decrescendo
Presto	vivace	allegro	moderato
Andante	adagio	largo	grave
Accelerando	ritardando	transition	variation
Themes	texture	rhythm	melody

Equipment, Materials and Resources

What equipment, materials, and resources will you need to implement the unit/lesson and the student assessment?

What to Listen for in Music, Aaron Copeland
Copy of "Romeo and Juliet"

music journals
reading journals
Art materials for poster

CD player

Additional Notes

What adaptations might you make to the learning sequence, to meet the needs of different students?

Any other notes or comments you would offer with regard to implementing this unit/lesson?

1) ELD students will need to be paired with a Study Buddy.

2) Taken from Sandi Bolster:

Is tempo an exact measurement? Compare: does fast mean the same thing in music as it does in running? Do the same with slow.

3) Graphic organizer: musical theme

Graphic organizer: How are they the same/different?

4) Sheet music template

5) Graphic organizer for persuasive essay