

Understanding by Design Unit Template

Title of Unit	Q&A Improvisations	Grade Level	5
Curriculum Area	Music	Time Frame	4weeks
Developed By	Sarah Johnston		

Identify Desired Results**Content Standards****Expression of Music-**

- 1.b.- Respond to director for phrasing and dynamics.
- 1.c.- Demonstrate proper care of voice and instruments.
- 3.a. Play and sing notated melodies (12-16 Measures) with attention to pitch, rhythm, and expressive qualities.

Creation of Music-

- 1.a. Improvise completion of a given rhythmic or melodic phrase, giving attention to similarities of "question" and "answer" in length of phrase, meter, mood, etc.

Theory of Music

- 1.a. Apply vocabulary of largo, moderato, diminuendo, and slur when describing music.

Aesthetic Valuation of Music:

- 2.c. Describe the means used to evoke feelings and emotions in musical works.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

<p>Students will understand that the main idea of most compositions is through the melody. Musicians improvise music to convey thoughts, feelings, or ideas. Creating and performing music are forms of self expression.</p>	<p>What makes music enjoyable? What makes an active listener? (What do I listen for?) How is music like a language that helps us communicate? How does performance in an ensemble encourage teamwork?</p>	<p>What is a melody? How will echoing melodic and rhythmic patterns help us to understand music? What is improvisation? Are there "rules" for improvising? What are the elements of a good improvisation? How does improvising music help you to create and express ideas? What is the role of a conductor? What knowledge do we need to read and perform music? How do you produce a good sound on your instrument? How do changes in tempo and dynamics affect the mood of the music? How does music affect emotions and feelings in general?</p>
<p>Knowledge Students will know...</p>		
<p>Music Vocabulary: Melody, Drone, Ostinato, Improvisation, Question and Answer, solo, ensemble, conductor, tempo, largo, moderato, dynamics, diminuendo, slur, mallet, xylophone, metallophone, glockenspiel, guiro, soprano, meter</p>		
<p>The "rules" for improvising and elements of a good improvisation</p>		
		<p>Skills Students will be able to...</p>
		<p>Echo melodic and rhythmic patterns Improvise a 16-beat Question/answer on a barred instrument Play a complimentary melodic ostinato on soprano or alto recorder Play a complimentary rhythmic ostinato on guiro Make informed judgements about the elements of a "good" improvisation Follow a conductor when playing as an ensemble Play 2 new recorder notes, High D and High C</p>
<p>Situation</p>	<p>Students will be given the challenge of creating a 16 beat improvisation to perform as a B section for our group performance piece "The Ghost of John".</p>	
<p>Product/Performance</p>	<p>By performing alone and with others in an ensemble, students will act as creator/performer in producing the musical piece "The Ghost of John".</p>	
<p>Standards</p>	<p>Rubric</p>	
<p>Other Evidence</p>	<p>Mallet/Melody Assessment, Self-evaluation of Performance, teacher observation during activities</p>	
<p>Learning Plan</p>	<p>"The Process"</p>	

Teacher-Led Activities	<ol style="list-style-type: none"> 1. HOOK-Discuss OA questions and Show video of Evelyn Glennie from TED.com 2. Introduction of Melody- "The Ghost of John", Students imitate teacher by echoing phrases, "draw" melodic direction in air with fingers as they sing, discuss the term MELODY 3. Prepare drone by having students perform steady beat on lap with hands together, label DRONE, Going to Instrument Teach-to's, move to barred instruments on D and A. Sing melody with drone, discuss role of CONDUCTOR 4. Show Ghost of John Melody notation on Docucam, read and perform by singing, identify note names 5. On barred instruments, explore melody of Ghost of John by phrases, students practice melodies and perform as a group, add DRONE and Ostinatos and perform 6. Discuss TEMPO and perform using LARGO and MODERATO, discuss effects on mood and feelings, Discuss DYNAMICS and perform using DIMINUENDO, discuss effects on mood and feelings 7. Review recorder teach-to's, use PPT to teach new recorder notes D and A, show melodic notation and label OSTINATO. Group practice of recorder ostinato, 1/2 play while 1/2 sing and switch, practice and add guiro ostinato as well 8. Echo sing Melodic patterns using DRMSLD, go to barred instruments and echo melodic patterns using DRMSLD in dorian mode(D), discuss IMPROVISATION and label, Do Q&A session with kids and Label QUESTION AND ANSWER, explore Q&A with barred instruments and discover elements of a good improvisation 9. On DocuCam, review "RULES" for good improvisation, give performance task and work time (see #2 below), perform and record improvisations, listen and evaluate using self-evaluation 10. Assess mallet technique/melody using Mallet/Melody Assessment
Student Centered Activities	<ol style="list-style-type: none"> 1. Individual rehearsal playing "Ghost of John" melody on barred instruments. 2. Student practice time to rehearse recorder ostinato.
Resources	Ghost of John PPT Orff instruments, guiro, soprano recorder
Student Assessment Strategy	The student knowledge of the subject of Q&A improvisation will be assessed by rubric for 16-beat Q&A improvisation, self-evaluation of performance, mallet/melody assessment rubric, teacher observation of rehearsal and performance.

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