

## Understanding by Design Unit Template

|                        |                               |                    |                   |
|------------------------|-------------------------------|--------------------|-------------------|
| <b>Title of Unit</b>   | Geometric Composition Project | <b>Grade Level</b> | 6                 |
| <b>Curriculum Area</b> | Music                         | <b>Time Frame</b>  | 2 weeks (10 days) |
| <b>Developed By</b>    | Sarah Johnston                |                    |                   |

## Identify Desired Results

### Content Standards

#### **Expression of Music-**

2. Performance of Musical Works selected for study accurately and expressively at the first reading

#### **Creation of Music-**

1. Melodic and rhythmic sequencing

a. Notate a combination of melodic and rhythmic patterns with structured parameters using current technology with tonal accompaniment.

2. Improvisations of call and response patterns.

a. Demonstrate preparatory improvisations using a 2-4 note call and response rhythmically.

b. Demonstrate preparatory improvisations using a 2-4 note call and response melodically.

#### **Theory of Music**

1. Rhythmic identification and melodic pattern identification with musical examples

3. Application of elements of music to analyze a beginning level composition of performance

a. Identify and apply at least 2 symbols and traditional terms including but not limited to dynamics, tempo and articulations when analyzing music of others.

#### **Aesthetic Valuation of Music:**

1. Determine strengths and weaknesses in musical performances according to specific criteria

| <b>Understandings</b>  | <b>Essential Questions</b>   |   |
|--|--|---|
| <b>Overarching Understanding</b>   | <b>Overarching</b>   | <b>Topical</b>  |
| Students will understand that geometric shapes can be an inspiration for musical composition. Students will synthesize their background knowledge of geometry with background knowledge of musical concepts to create a musical composition that matches their chosen geometric shape. | What patterns are found in music and math?<br>How can our knowledge of geometry help us to create music? | What is meter?<br>What is form?<br>How can I use meter and form to change the way a melody sounds?<br>How important are meter and form when composing a melody?<br>What is a composition? |
| <b>Knowledge</b><br>Students will know...<br>Music Vocabulary: meter, 5/8, form, elemental forms (AAAB, ABAB', ABAC, AABA, ABBA), composition  |  |   |

|                               |   |  |
|-------------------------------|---|--|
|                               |   | <b>Skills</b>  |
|                               |   | Students will be able to...  |
|                               |   | <p>Sing and play a piece in 5/8 meter. (Jacques and Jane)</p> <p>Improvise in call and response fashion.</p> <p>Sightread a simple 8 measure melody in meters of 3, 4, 2, 6/8, and 5/8.</p> <p>Identify and use common elemental forms.</p> <p>Synthesize background knowledge of geometry and music.</p> <p>Create an original 8-measure music composition based on a geometric shape or pattern using online music technology software (Noteflight)</p> <p>Reflect on the composition process through writing on an online blog.</p> |
| <b>Situation</b>              | Students will listen, learn, explore, create and reflect as they relate the musical concept of Meter to the mathematical concept of geometry. They will create an original composition using music technology (Noteflight)  |  |
| <b>Product/Performance</b>    | Videotaped performance of "Jacques and Jane" Melody/Improvisations and Student-created composition  |  |
| <b>Other Evidence</b>         | teacher observation during student-centered activities  |  |
|                               |   |  |
| <b>Learning Plan</b>          | "The Process"   |  |
| <b>Teacher-Led Activities</b> | <ol style="list-style-type: none"> <li>1. Presentation of Vocab words, and essential questions using Flipchart, introduction of "Jacques and Jane", (see Orff Level II notes, Day 1)</li> <li>2. Continue "Jacques and Jane" lesson with Day 2 process notes and text visual</li> <li>3. Elemental Forms Flipchart and Review of Rhythms Flipchart, class discussion of how elemental form and rhythm relates to geometric shapes</li> <li>4. Move to lab (assigned seats), Introduce Harrington Music Technology Blog site, Webquest Step 1- Listen to Dave Brubek "Take 5", students answer reflection questions about piece in comment area</li> <li>5. Webquest Step 2- Exploring Meter and Reflection</li> <li>6. Webquest Step 3- Selection and creation of a meter and melody according to a geometric shape using Noteflight, go over rubric and checklist Give time for students to work on compositions. (2-3 days work time)</li> <li>7. Final Day- Sharing and printing(?) of compositions</li> </ol> |  |

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|------------------------------------|--|
| <b>Student Centered Activities</b> | <ol style="list-style-type: none"> <li>1. Performance of Jacques and Jane Melody and Improvisations</li> <li>2. Webquest- Listening, Learning, Exploring, Creating and Reflecting</li> <li>3. Student-created compositions</li> </ol>  |
| <b>Resources</b>                   | Vocab words and Essential Questions Flipchart, "Jacques and Jane" Text Flipchart, Elemental Frms Flipchart, Basic Rhythms Flipchart, Harrington Music Technology Blog( <a href="http://harringtonmusictech.edublogs.org">http://harringtonmusictech.edublogs.org</a> ), Noteflight Online Software |
| <b>Student Assessment Strategy</b> | The student will be assessed by Composition Rubric(online at <a href="http://harringtonmusictech.edublogs.org">http://harringtonmusictech.edublogs.org</a> ), Videotaped performance, Online Reflection Rubric (hard copy) and teacher observation of work time.                                   |
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From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development  
ISBN # 0-87120-313-8 (ppk)