

Title: Sound matter!

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Topic: Comparison of the rhythmic pulse to the states of matter.

Grade/Level: Sixth Grade Choir

Length of Time: 6 classes of 45 minutes each.

Subject Areas: Music Literacy, Music Performance, Scientific Interaction in the Physical World

#### Unit Outline:

1. Introduction – This unit is designed to help the beginning choir student comprehend the abstract concept of beat in music. It utilizes the comparison of a solid, a liquid, and a gas with various tempi in order to integrate core knowledge into the music lesson. Ideally, this analogy will give pictorial clarity to the abstract concept of musical pulse.
  - a. Overall unit objectives
    - i. TSW identify the existence of a beat in vocal repertoire of various tempi.
    - ii. TSW identify beats in a measure by drawing lines where the beats fall.
    - iii. TSW identify notes that take up more than one beat and notes which only take up a portion of the beat.
    - iv. TSW use higher order thinking skills to analyze various pieces and determine if they contain the energy of a solid, liquid or gas.
    - v. TSW look at the above determination and devise the best action plan to counteract that state of the matter of sound!
  - b. Outline of content covered
    - i. Existence of beat
      1. Hear the beat! Clap or move to beat using different tempi. The tempo might change but the beat remains the same. Use excellent choral music literature to provide examples.
        - a. Connection to musical terms
        - b. Informal assessment
        - c. Formal multiple choice listening assessment
      2. Feel the beat! Students will recognize the difference between the macro and the micro beat.
        - a. Conducting patterns for various repertoire
        - b. Common time
        - c. Cut time
        - d. Conducting 6/8 in 6 and conducting in 2
      3. See the beat! In Common Time, draw lines showing the existence of the beat if the beat is a quarter note. The beats get the numbers. What do you write for the other notes?
        - a. Quarter notes
        - b. Half notes
        - c. Combination
        - d. Eighth notes

- e. Combination
- 4. A matter of beat!
  - a. Solid –
    - i. Particles vibrate back and forth but stay in place. (Ex. Person running in place). Particles stay connected to each other.
    - ii. Represents music with a slower rhythmic motion.
    - iii. Challenge: Melody is often legato with long lines requiring a steady stream of air for an extended time. Difficult to keep the energy going and prevent sound from turning into a real solid!
  - b. Liquid –
    - i. Particles are connected to each much like a solid. However, they do move around more freely. (Ex. People crowded on an elevator)
    - ii. Because “particles” are connected, the melody is often legato. Music is usually performed at a moderate rhythmic pace known as *andante*.
    - iii. Challenge: shape phrases so that they flow like water in a beautiful stream instead of a stale pond.
  - c. Gas –
    - i. Particles bounce around in all directions filling up all available space. (Ex. Flock of birds flying off a tree.)
    - ii. Because of the volatile nature of a gas, it is best compared with a faster musical tempo such as *allegro*. Usually melodies are light and quick. Just like a gas!
    - iii. *Challenge*: Pitch accuracy. The faster it goes, the less time there is to center pitch. Also, sometimes it takes much mental focus to keep up with the notes, diction, vowels, and breathing. Also, sometimes a faster tempo is hard to control. Performers want to make it faster and faster until it is impossible to keep up!

#### 5. Sing the beat!

- c. Summary of methods of presentation or procedures

This unit utilized various groupings and methodologies to instill a firm grasp of the abstract concept of musical beat. It used strategies gathered from other content areas (i.e. Reading) in order to pique the interest of students, present material in a logical manner

and promote higher order thinking. A powerpoint presentation a lot with optional classroom artifacts (ice, water, etc. ) demonstrated the use of diverse media to make analogies and deepen knowledge acquisition. The lesson plans are for use in an actual rehearsal. As such, they have various musical performance objectives that must be met in each lesson and should be taken into consideration.

- d. Management-Behavior Plan-Include your teacher's plan and your own supplementary plan

SEE DOCUMENT TITLE "Classroom Management Plan"

- e. Highlights of motivational activities (list)
  - i. K-W-L
  - ii. Think-pair-share (adaptation)
  - iii. Powerpoint/visual objects
  - iv. Use of various media

- 2. Daily lesson plans. Include copies of handouts and support material for each lesson.

SEE DOCUMENT TITLE "Sound Matter Lessons"

- 3. Complete list of resources

- a. Bibliography

- i. Science Explorer. Prentice Hall. Teacher's Edition. Grade 6. 2002. Upper Saddle River, New Jersey. Pg. 54-60
- ii. *Baloo Baloo* Traditional celtic melody arr. Robert Rhein
- iii. *Where Do the Stars Go* by Sherri Porterfield
- iv. *Festival Alleluia* by Allen Pote
- v. Recordings of pieces for lessons contained in library.