Southwestern Middle School

20th Century Composer Mini-Unit

6-7 Grade General Music

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**Lesson Five: Melody Analysis and Composition**

**School / Grade** Southwestern Middle School / 6th grade **Date Received** January 4th, 2019

**Lesson Subject** General Music  **Teaching Time** 40 minutes

***Lesson Concept:*** What makes a “good” melody?

***Standards****:*

*MU:Cr2.1.6a,b; MU:Cr2.1.7a,b*

*MU:Cr3.2.6; MU:Cr3.2.7*

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| ***Objectives*** | ***Assessments*** |
| 1. Organize and/or demonstrate developed musical ideas for arrangements or compositions that express intent and have a clear beginning, middle and end. ***MU:Cr2.1.6a***   2. Use standard notation to combine, sequence and document musical ideas ***MU:Cr2.1.6b***  3. Present the final version of their documented composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending and convey expressive intent. ***MU:Cr3.2.6*** | 1. Flash composition activity  2. Flash composition activity  3. Melody performance by teacher at the end of class and voting for the “catchiest” tune. |

***Materials:***

Computer with Melody PowerPoint, projector, speakers

Melody Instrument (Cello)

Photocopies of the following:

Elements of Melody Handout (corresponding to the Powerpoint)

Melody Staff Sheet

Ziploc bags with note strips

***Anticipatory Set***

Ask students if they had a good Christmas break, engage in conversation about different aspects such as time spent at home, travels, etc.

***Activating Prior Knowledge****:*

Trojan Ticket opportunity: “Name one of the 5 elements of music known as SHMRF” (give 5 tickets out to students who can correctly name the five.

***Procedure:***

1. Powerpoint—Recalls the movie, “An American in Paris” by showing three recognizable melodies. Play those melodies using an instrument (in my case I will be demonstrating using my cello.) Point out the elements of these melodies that made them very successful:

* Range (no more than an octave range)
* Contour (melody has an interesting shape that goes up to a high point of interest and eventually comes down to a resting point, which is usually the same note as the beginning.)
* Step-wise motion, no big leaps between notes
* Repeating elements: finding a pattern and sticking with it.

2. Flash Composition Activity

* Break class into groups.
* Give each group at the tables a bag full of note strips, glue stick, and colored paper with measures.
* Remind students of the 4 steps to making a good melody, and let them know that they are to compose a melody using the cards. Suggest that each person in the group could write their own measure, and then decide as a group what order it should be in.
* Parameters include:
* Must contain the notes in the G Major Scale (G, A, B, C, D, E, F#, G). Be sure to write the scale on the board and review with students if need be.
* Each measure must have 4 beats.
* Must only use quarter notes, eighth notes, and half notes. No whole or dotted half notes may be used.
* Rests can be used, but sparingly.
* Depending on group size, melodies may be 2, 3, or 4 measures long.
* Set a timer for 10 minutes. If groups are genuinely working hard and need more time, adjust accordingly. Be sure to go around to check everyone’s melodies and assist where needed.

3. Performance/presentation

* Collect the melodies from the groups at the end of the 10 minutes. Perform the melodies and have students give thumbs up, thumbs down, or thumb sideways (neutral).
* Ask students if they thought their own melodies followed the guidelines.

***Closure****:*

Ask students what was easy and what was difficult about this assignment; were they surprised by anything in the compositional process?

***Additional Concept Related Activity:***

Performance of a melody: Bach Cello Suite No. 1 Prelude

If time allows, let students go on their laptops to Chrome Music Lab (<https://musiclab.chromeexperiments.com/Experiments>) and play around with the software individually using headphones. Monitor by walking around or using LanSchool.