

# Middle School General Music

## Unit Plan Overview

Name: Sarah Looman

Unit Topic/Title: Music Theory / Notation

**\*\*Assuming there is a piano available as well as a speaker system of some sort to play recordings\*\***

### Detailed Unit Description:

By introducing students to the basics of music theory and the notation that goes along with it, they will be able to build a much deeper understanding of the world of music, both classical and today's popular styles. Call and response techniques and student compositions will optimize student involvement during class periods. This 2 week (10 class period) unit will be divided into two categories: Notation and Composition. The first week – notation – focuses on recognizing, reading, and writing basic musical notation through percussive rhythms, playing piano, and singing. Group games such as Jeopardy will finish this week, helping to assess students' understanding of key concepts, and encouraging working together to accomplish a goal. These assessments will be aural, written, and performing. The second week – composition – students will dive deeper into the world of musical theory/notation in the world around us. A brief overview of minimal music history with connections being made to current composers and popular artists creates connections between students and content. The final project for this unit will be turned in and performed on the last day of the 2<sup>nd</sup> week. Composition will be the main focus of this project, but will incorporate the notation topics from week 1. Students will compose, notate, and perform a piece of 8-12 measures. Peer performances may be done through singing, playing an instrument, clapping/snapping etc, or another teacher-approved medium.

### List Unit Objectives:

- 1) All students will learn whole, half, quarter, 8<sup>th</sup>, 16<sup>th</sup>, and dotted (if possible) rhythms and notations.
- 2) All students will aurally and visually identify broken and block chords, dynamics, and musical style.
- 3) All students will understand the order of sharps/flats and be able to notate each.
- 4) Each student will create, notate, and perform a final composition consisting of 8-12 measures.
- 5) Students will notate basic rhythms from both classical and popular artists, through listening to provided recordings or bringing in their own recordings (to be approved by teacher).
- 6) All students will have the opportunity to learn a brief history of musical development, as well as discuss notation in today's society through focus on specific composers/artists.

**Materials List and Budget (if any):**

Item(s)	Qty.	Cost	Source/Vendor
Staff Paper	???	Free	Online resource: <a href="http://www.blanksheetmusic.net/">http://www.blanksheetmusic.net/</a> College Music School

**Justification. (What is the value of this Unit. How does it connect to students' lives? Why teach it?):**

This unit is relevant to students' lives because music is all around them. If they were to be able to understand music on a deeper, more detailed level, that could spark interest learning more about this field as well as inspire investigation and investment in other fields. Also, because some students may have a background in music (whether from ensemble or individual participation), and their counterparts may have no understanding whatsoever, this unit (with it's games and projects) encourages peer teaching and working together as a team to accomplish the goal at hand. This skill is important in anyone's life, whether or not in music. Music is not all about people who perform and compose, either. Even if the students in this course have nothing else to do with music, except what is on their iPod, the knowledge attained will hopefully lead to a deeper understanding and appreciation for any genre of music throughout their lifetime.

## Middle School General Music Unit Outline

Name: \_\_\_\_\_ Sarah Looman \_\_\_\_\_

Unit Topic/Title: \_\_\_\_\_ Music Theory/Notation \_\_\_\_\_

Day	Objectives for the Day	Learning Activities to Meet Objectives	Michigan State Learning Standards Incorporated into Lesson	Materials Needed	Assignments & Assessments
1.	<p><u>Rhythm/Math Day:</u></p> <ul style="list-style-type: none"> <li>- Students will begin to understand rhythm and how it is counted mathematically, counting aloud.</li> <li>- Students will understand the difference in length of whole, quarter, 8ths, and 16<sup>th</sup> notes/rests.</li> <li>- Students will write and recognize the note/rest values listed above.</li> <li>- Students will participate through call and response – singing clapping stomping and playing individually as well as in small and large groups, using a consistent counting techniques such as “ta” “ti ti” or some methodology i.e. Kodaly</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher will explain whole, quarter, eighth , and 16<sup>th</sup> notes using visual and auditory examples.</li> <li>-Fractions will be used to better explain the relationship between note/rest lengths.</li> <li>-Math questions, correlating with music questions</li> <li>-Singing, playing and clapping rhythms in groups and individually, moving about the room in rhythm.</li> </ul>	<p><u>Music Content Standard 1</u> – All students will apply skills and knowledge to perform in the arts.</p> <p>8. Read whole half, quarter, eighth, sixteenth, and dotted notes and rests; simple, compound, and alla breve meters.</p> <p>10. Use standard notation to record personal musical ideas and the ideas of others</p> <p><u>Music Content Standard 5</u> -All students will recognize, analyze, and describe connections</p>	Whiteboard Piano	<p><b>Formative</b> – Students who answer in class, and those who are called on.</p> <p>Group participation, accuracy.</p>

			<p>among the arts; between the arts and other disciplines; between the arts and everyday life.</p> <p>2. Describe ways in which the principles and subject matter of other disciplines are related to music.</p> <p><u>Music Content Standard 2</u></p> <p>-All students will apply skills and knowledge to create in the arts</p> <p>2. Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.</p> <p>3 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality</p> <p>4. Compose short pieces within specified guidelines.</p> <p>7. Communicate an idea through musical arrangements, compositions, and improvisations.</p>		
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2.	<p><u>Notation day:</u></p> <ul style="list-style-type: none"> <li>- Students will grasp a simple understanding of notation, note names and lengths.</li> <li>- Students will fill in “piano” keyboards using the materials provided, demonstrating their proficiency in knowing the keyboard of the piano.</li> <li>- During the activity of “creating” keyboards, students will listen to pitches on the piano, played by teacher, and visually see the corresponding note names written on board (again by teacher).</li> <li>- All students will clap ostinato rhythms on quarter notes, whole notes, and 8<sup>th</sup> notes while each getting the opportunity to create their own rhythms playing the piano using notes CDEFG.</li> <li>- A student or two who have demonstrated knowledge of some theory notation and keyboard proficiency (talk to other teachers about which students exhibit these skills) will be asked to aid teacher in writing notation on board and/or playing pitches on keyboard.</li> <li>- Students will write on the board (in the game situation) whole, half, quarter, and eighth notes (by both instructions from teacher and listening to rhythms).</li> </ul>	<ul style="list-style-type: none"> <li>-Students color their own piano practice cards – teacher paper with keys drawn (1 8va) – this keyboard will have two identical keyboard sides. Students will color the “black” keys on both sides, but only write in the note names on one.</li> <li>-Using an octave keyboard made from poster boards, students will be able to make connections between note names and pitches.</li> <li>-Writing the staff (treble) on the board, note names, sharps and flats can be learned while reviewing note lengths learned the previous day.</li> <li>-Students will play game of writing note names and lengths on the board (in 4-5 teams) to better assess which areas need to be taught in greater detail. <ul style="list-style-type: none"> <li>- once divided unto teams, teacher will instruct students to write different notes and rhythms on the board. The first team</li> </ul> </li> </ul>	<p><u>Music Content Standard 1</u></p> <ul style="list-style-type: none"> <li>– All students will apply skills and knowledge to perform in the arts.</li> </ul> <p>8. Read whole half, quarter, eighth, sixteenth, and dotted notes and rests; simple, compound, and alla breve meters.</p> <p><u>Music Content Standard 2</u></p> <ul style="list-style-type: none"> <li>-All students will apply skills and knowledge to create in the arts</li> <li>2. Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.</li> <li>3 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality</li> </ul>	<p>Whiteboard Piano Piano practice cards (enough for the whole class)</p>	<p><b>Formative</b> – Making Pianos Team Game – who gets the answers right? Playing piano – do they students follow instructions, playing only the notes given to them to play?</p>
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		<p>member to correctly write the “question” on the board and return to their team will earn a point for their team. First team to ___ amt of points wins (this will depend on time constraints in each class)</p>			
3.	<p>Listening – Writing Day</p> <ul style="list-style-type: none"> <li>- Students will learn about and write out scales on staff paper provided (C, F, G, D)</li> <li>- Students will listen to pieces of music, be given the pulse by the teacher, and clap different rhythms that they hear in the piece(s) of music.</li> <li>- Students will understand the difference between whole, half, quarter, 8<sup>th</sup>, and 16<sup>th</sup> notes when listening to a piece of music and/or rhythm.</li> <li>- Students will write out (on staff paper provided), say the note names of, and possibly play scales.</li> <li>- Students will learn that all instruments are not written in the same key.</li> <li>- Using the website provided at right, students will not only see the difference in musical instruments, but also hear the difference in tone quality/timbre (website may be used as a resource, but a demonstration by teacher would be encouraged as a substitute).</li> <li>- Students will make connections from</li> </ul>	<ul style="list-style-type: none"> <li>-Scales will be taught by definition as well as through reading (note names), and listening to pitches in succession (teacher playing scales on piano).</li> <li>- Students will be given a chance to play a scale – C Major – on piano and/or write out, or say note names of scales</li> <li>-listening to a piece of music and trying to write out the rhythm first, then the notation.... Teacher gives beat for listening piece, and students do different movements depending on quarter, half, whole notes etc (incorporate movement!)</li> <li>-talking about key signature, different instruments, demonstrating on own, or using website (see right) for instrument sounds</li> </ul>	<p><u>Music Content Standard 3</u></p> <p>-All students will analyze, describe, and evaluate works of art.</p> <p>1. Students describe specific musical events in a given aural example, using appropriate terminology.</p> <p>3. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</p>	<p>Internet with speakers</p> <p>-or-</p> <p>Recordings with sound system</p> <p><a href="http://www.crossroads.ca/kids/sounds/music/music.htm">http://www.crossroads.ca/kids/sounds/music/music.htm</a></p> <p>-Pieces of music for listening time can be any simple piece of music.</p> <p>Good resources to use in collecting these pieces would be the instrumental/vocal teachers at your school. For example, Essential Elements books for band instruments often</p>	<p><b>Formative –</b></p> <ul style="list-style-type: none"> <li>- Making the correct movements based on instructions</li> <li>- Students will turn in their written out scales (as worked on as an entire class)</li> </ul>

	their lives outside of the classroom to the music, notation, and keys learned about in class (talking about family members who play instruments, etc).			come with an accompaniment CD.	
4.	<p>Intervals, Chords Review</p> <ul style="list-style-type: none"> <li>- Students will learn about and how to use chords and intervals.</li> <li>- Students will connect listening and “playing” as they show teacher chords on their keyboards as they listen to teacher play them on the piano.</li> <li>- Students will listen to chords in context, while teacher plays on the piano.</li> <li>- Students will sing chords as teacher plays melodies on piano.</li> <li>- Students will decipher intervals in non-classical songs (such as Jeopardy theme, and Happy Birthday) * Teacher will need to be able to play these on the piano, or find recordings*</li> </ul>	<ul style="list-style-type: none"> <li>-Students resemble chords (holding a card with their “note name” on it), intervals. 8 volunteers come to the front of the class, standing in a row. These represent the 8 notes in a (major) scale. Have students step forward, depending on chord/interval being discussed. (visual aid)</li> <li>-“play” chords/intervals on their piano practice cards as teacher does on real piano</li> <li>-Singing chords/intervals, using familiar songs as guides (i.e. 4<sup>th</sup> = “Here Comes the Bride”, or another song that most students would be familiar with)</li> <li>- Students will sing (with or without words) some familiar songs – depending on cultural community context. Some examples of songs of Happy Birthday, and the Jeopardy theme. Students will figure out</li> </ul>	<p><u>Music Content Standard 1</u></p> <p>– All students will apply skills and knowledge to perform in the arts.</p> <p>8. Read whole half, quarter, eighth, sixteenth, and dotted notes and rests; simple, compound, and alla breve meters.</p>	<p>Piano Staff Paper Piano Practice Cards (made in previous class) Cards with note names written on them (CDEFGABC)</p>	<p><b>Formative</b> –</p> <ul style="list-style-type: none"> <li>- Students who answer questions (whether because of raising their hand, or being called on by teacher)</li> <li>- Are students singing on pitch when asked to sustain chords?</li> </ul>

		intervals through singing up to the pitches with word numbers or Solfege (depending on previous knowledge of Solfege or not)			
5.	<p>Jeopardy Game Group Quiz – Rhythm/Notation</p> <ul style="list-style-type: none"> <li>- Students will work in groups and individually to answer questions regarding notation, rhythm, intervals, chords, key signatures, and scales.</li> <li>- Students will notate chords, whole, half, quarter, 8<sup>th</sup>, and 16<sup>th</sup> notes.</li> <li>- Students will sing, clap or play rhythms and melodies by rote (listening) and by reading music.</li> <li>- Students will show their knowledge of the learned concepts through a written quiz.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be on 2 teams, each taking turns at answering group's questions.</li> <li>-Game will operate like Jeopardy, most \$ will win.</li> <li>-Writing, Singing, and Listening will all be components of the questions.</li> </ul>	<p><u>Music Content Standard 1</u> – All students will apply skills and knowledge to perform in the arts. 8. Read whole half, quarter, eighth, sixteenth, and dotted notes and rests; simple, compound, and alla breve meters. 10. Use standard notation to record personal musical ideas and the ideas of others</p>	Rhythm/Notation Quiz-handout Jeopardy game questions (see table attached)	<p><b>Summative</b> –</p> <ul style="list-style-type: none"> <li>- Quiz</li> <li>- Answering Jeopardy Questions</li> </ul>
6.	<p>Assign Composition Project Classical vs. Popular compositions Charts vs. Notation</p> <ul style="list-style-type: none"> <li>- Students will learn about Pachelbel's Canon in D chord progression: D A B F# G D G A; and where we hear it every day: Vitamin C (Graduation Song), One Tin Soldier (Coven).</li> <li>- Students will listen and follow along a chord chart of Agnus Dei (Alleluia) or another chord chart that is appropriate for their school.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore Pachelbel's Canon the progression of chords, and where we find it in other pieces.</li> <li>-Jazz Charts/Church Music Charts – sometimes just the chord name is written, and the musician doesn't read any notation – students will receive a print out of the Agnus Dei chord charts/lyrics and follow</li> </ul>	<p><u>Music Content Standard 4</u> -All students will understand, analyze, and describe the arts in their social, historical, and cultural contexts 1. Describe distinguishing characteristics of representing music genres and styles from a variety of cultures.</p>	<p>Composition Project Instructions Recording of Pachelbel's Canon: <a href="http://www.youtube.com/watch?v=6wpPk8qk3uQ">http://www.youtube.com/watch?v=6wpPk8qk3uQ</a> Vitamin C Graduation Song (Friends Forever)</p>	<p><b>Formative</b> –</p> <p>Holding up papers at the correct time based on changing chord progressions?</p> <p><b>Assignment:</b> Composition Assignment (Due end of week – class presentation)</p>

	<ul style="list-style-type: none"> <li>- Students will indicate their knowledge of changing chord progressions as they listen to a piece by holding up pieces of paper with chord names on them.</li> </ul>	<p>along while the teacher plays on piano (or plays a recording).</p> <ul style="list-style-type: none"> <li>- Students will hold up pieces of paper (either teacher provided or student provided) that they've written chord names on while they listen to a piece. They will need to hold up the correct paper at the appropriate time based on changing chords.</li> </ul>		<p><a href="http://www.youtube.com/watch?v=GGZ0mDQc3rQ">http://www.youtube.com/watch?v=GGZ0mDQc3rQ</a> One Tin Soldier <a href="http://www.youtube.com/watch?v=rMTYcy_A5-c">http://www.youtube.com/watch?v=rMTYcy_A5-c</a></p> <p>Agnus Dei (Alleluia) lyrics and chords: <a href="http://www.higherpraise.com/lyrics1/AgnusDei.htm">http://www.higherpraise.com/lyrics1/AgnusDei.htm</a></p>	<ul style="list-style-type: none"> <li>- Come with 3 ideas for composition project (written on piece of lined paper) for the next class.</li> </ul>
7.	<p>Review Notation/Rhythm Focusing on Time Signature</p> <ul style="list-style-type: none"> <li>- Students will understand rhythm and how it is counted mathematically, counting aloud.</li> <li>- Students will demonstrate knowledge of the difference in length of whole, quarter, 8ths, and 16<sup>th</sup> notes/rests through clapping, writing, and singing.</li> <li>- Students will write and recognize the note/rest values listed above.</li> <li>- Students will participate through call and response – singing clapping stomping and playing individually as well as in small and large groups, using</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be placed in groups for composition project by teacher at the beginning of class.</li> <li>- Students will have a 5-10 minute brainstorming time with their group members about their project ideas (that they should have come up with for homework for today).</li> <li>- Review concepts in similar ways to days 1-2 of the unit.</li> <li>- Students will have the chance to create a melody</li> </ul>	<p><u>Music Content Standard 1</u> – All students will apply skills and knowledge to perform in the arts.</p> <p>8. Read whole half, quarter, eighth, sixteenth, and dotted notes and rests; simple, compound, and alla breve meters.</p> <p>10. Use standard notation to record personal musical ideas and the ideas of others</p> <p><u>Music Content Standard 5</u></p>	<p>Piano Staff Paper (for class) Whiteboard</p>	<p><b>Formative</b> – Participation in reviewing concepts from last previous week</p> <p>Summative – Students will turn in their homework (3 project ideas)</p> <p><b>Assignments:</b> Work on Composition Project</p>

	<p>a consistent counting techniques such as “ta” “ti ti” or some methodology i.e. Kodaly</p> <ul style="list-style-type: none"> <li>- All students will clap ostinato rhythms on quarter notes, whole notes, and 8<sup>th</sup> notes while each getting the opportunity to create their own rhythms playing the piano using notes CDEFG, DEF#GA, FGABbC, GABCD</li> <li>- Students will review and learn about key signatures, notating them on the board if asked, as well as responding to teachers prompting and writing on staff paper provided by teacher.</li> </ul>	<p>(on piano) or clap/play rhythm and have their classmates try to notate it.</p> <ul style="list-style-type: none"> <li>- Students will notate on board, and on staff paper key signatures (as well as answering verbally when prompted by teacher)</li> </ul>	<ul style="list-style-type: none"> <li>-All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</li> <li>2. Describe ways in which the principles and subject matter of other disciplines are related to music.</li> </ul>		
8.	<p>Project Work Day</p> <ul style="list-style-type: none"> <li>- Students will work in groups, writing, composing, and practicing performances of their composition project.</li> <li>- Students will use any and all materials provided in this project. These materials could include the following: instruments (brought from home), piano, piano practice cards, percussion instruments, rhythm sticks, staff paper, whiteboard.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will ask questions, if needed, and work on projects in groups. Practice presentations can also be arranged.</li> <li>-Teacher will provide adequate space for movement and materials for use.</li> </ul>	<p><u>Music Content Standard 1</u></p> <ul style="list-style-type: none"> <li>– All students will apply skills and knowledge to perform in the arts.</li> <li>8. Read whole half, quarter, eighth, sixteenth, and dotted notes and rests; simple, compound, and alla breve meters.</li> <li>10. Use standard notation to record personal musical ideas and the ideas of others</li> </ul> <p><u>Music Content Standard 2</u></p> <ul style="list-style-type: none"> <li>-All students will apply skills and knowledge to create in the arts</li> <li>2. Improvise melodic embellishments and simple</li> </ul>	<p>Piano</p> <p>Rhythm sticks or other available percussion instruments</p> <p>Staff Paper</p>	<p><b>Formative –</b></p> <p>How are students working with others?</p> <p>How in depth is their composition project?</p> <p><b>Work on presentation</b></p>

			<p>rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.</p> <p>3. Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality</p> <p>4. Compose short pieces within specified guidelines.</p> <p>7. Communicate an idea through musical arrangements, compositions, and improvisations.</p>		
9.	<p>Conducting:</p> <ul style="list-style-type: none"> <li>- Students will combine knowledge of rhythm and notation learned previously in this unit to focus on different time signatures.</li> <li>- Students will learn to conduct in 4/4 ¾ 2/4 time signatures.</li> <li>- Students will understand what the top and bottom numbers in the time signature mean.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will learn visually (seeing concept on the board) the difference between the top and bottom note of any time signature.</li> <li>- Students will stand and conduct in 4/4 ¾ 2/4 time signatures without music.</li> <li>- Conduct along with waltz (3/4 time).</li> <li>- Students will conduct each other as they clap rhythms from taken from a simple choral or Essential Elements band book.</li> </ul>	<p><u>Music Content Standard 1</u></p> <ul style="list-style-type: none"> <li>- All students will apply skills and knowledge to perform in the arts.</li> </ul> <p>8. Read whole half, quarter, eighth, sixteenth, and dotted notes and rests; simple, compound, and alla breve meters.</p>	<p>Lover's Waltz:</p> <p><a href="http://www.youtube.com/watch?v=p0xYp_xnhwI">http://www.youtube.com/watch?v=p0xYp_xnhwI</a></p>	<p><b>Formative</b> –</p> <p>Are students conducting correctly, using the correct arm movements?</p> <p><b>Work on presentation</b></p>

10.	<p>Composition Project Presentation – Assessment</p> <ul style="list-style-type: none"> <li>-Students will notate in rhythm and on a staff, either an original composition or a teacher-approved piece (by only listening).</li> <li>- Students will perform their project for their classmates.</li> <li>- While others are performing, the “audience” students will watch carefully and intently, writing comments following each performance.</li> <li>- “Audience” students will complete the Peer Assessment sheet during and following each of their classmates performances.</li> <li>- Entire class will discuss as a whole, the process of composition and performance in music, the steps they needed to take to be successful, and the importance of notation/theory knowledge in this process.</li> </ul>	<p>-Group presentations</p> <ul style="list-style-type: none"> <li>- Filling out Peer Assessment sheets</li> <li>- Class discussion following the performances about the process used in composition, and the importance of notation/theory knowledge.</li> </ul>	<p><u>Music Content Standard 1</u>  – All students will apply skills and knowledge to perform in the arts.  8. Read whole half, quarter, eighth, sixteenth, and dotted notes and rests; simple, compound, and alla breve meters.  10. Use standard notation to record personal musical ideas and the ideas of others</p> <p><u>Music Content Standard 2</u>  -All students will apply skills and knowledge to create in the arts</p> <p>2. Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.  3 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality  4. Compose short pieces within specified guidelines.  7. Communicate an idea through musical</p>	<p>Peer-Assessment sheet</p> <p>Teacher-Assessment sheet</p>	<p><b>Formative</b> – Did they complete peer assessment form accurately, and attentively? (meaning did they show that they were paying attention through the answers they filled in on the sheet)</p> <p><b>Summative</b> – Final Group Project Peer Reviewing Handouts</p>
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			<p>arrangements, compositions, and improvisations.</p> <p><u>Music Content Standard 3</u></p> <p>-All students will analyze, describe, and evaluate works of art.</p> <p>5.Evaluate the quality and effectiveness of one's own and other's performances, compositions, arrangements, and improvisations by applying specific and appropriate criteria, and offering constructive suggestions for improvement.</p>		
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Name: \_\_\_\_\_

Section: \_\_\_\_\_

## Rhythm/Notation Quiz

Place the corresponding letter in the correct space:

- |                             |    |
|-----------------------------|----|
| _____ Quarter Note          | A. |
| _____ 16 <sup>th</sup> Rest | B. |
| _____ Eighth Note           | C. |
| _____ Whole Rest            | E. |
| _____ Half Rest             | D. |
| _____ Whole Note            | F. |
| _____ Eighth Rest           | G. |
| _____ 16 <sup>th</sup> Note | H. |

On the attached staff paper, write **AND LABEL** these pitches:

1. Ab Quarter note
2. B Quarter note
3. E Quarter note
4. F# Whole note
5. Db Half note
6. C# Whole note
7. C-F Half notes
8. G 2- 8<sup>th</sup> Notes
9. D Whole Notes
10. Bb 4 - 16<sup>th</sup> Notes

\*Extra Credit – what interval is this? \_\_\_\_\_

\*\* Two DIFFERENT D's

(turn over)

Listening – (assume 4 beats per measure) Write the rhythms played by teacher:

- 1.
- 2.
- 3.
- 4.

## Jeopardy Game

Listed below are the questions/answers for each category.  
Make sure that the students answer in the form of a question!

	Rhythm	Notation	Intervals/Chords	Key Signatures	Listening
100	Write: Quarter Note	C – whole note	Write - D octave	C major	What song is this? (play Pachelbel's Canon)
200	Clap&Count: Quarter Note Quarter Rest Quarter Note 2 8 <sup>th</sup> Notes	G – 8 <sup>th</sup> note	Write – Perfect 4th	F Major	What am I playing? (play arpeggios)
300	Write: Quarter, 8 <sup>th</sup> , 2 16ths, Half rest	Fb – dotted quarter note	Write – C major chord	What key signature is this? (show them D major)	What Interval is this? (Play P4)
400	Clap&Count: 4 16ths, 16 <sup>th</sup> note, rest, note, rest Quarter note, 2-8ths BARLINE Half rest, 4 16ths, 8 <sup>th</sup> rest, 8 <sup>th</sup> note	Bb – half note, above the staff	Question? What interval is “My Bonnie Lies Over the Ocean” A – 6 <sup>th</sup>	Write Ab Major	What is the opening interval of this song? (play Jeopardy Theme)

500	Clap&Count: Dotted 8 <sup>th</sup> -16 <sup>th</sup> , Dotted Half BARLINE Whole rest BARLINE 8 <sup>th</sup> 8 <sup>th</sup> Quarter, Quarter, 3 16 <sup>th</sup> rests – 16 <sup>th</sup> note	3 different A#'s	Pick 3 people from group to sing: (give starting pitch) C-F-A (hold the chord)	Write C# Major (and it's enharmonic) Enharmonic=Db	Notate this Rhythm and Notes (give opening pitch name) (play Jeopardy theme)
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\*These can be modified based on how advanced your class is during this Unit.\*

## Composition Project Instructions

**Your mission** – should you choose to accept....

In groups assigned by teacher, complete an original composition of at least 16 measures.

Final project must involve:

- a. Written out notation (correct pitches, rhythm, etc)
- b. Performance (clapping, singing, playing or playing on instrument)

The following schedule will help you stay on task while completing this project:

**Day 1** – Receive Composition Project,

- start thinking about composition ideas

**Day 2** – Groups are assigned.

- Come to class with 3 different ideas for composition, style, and type of music you would like to compose.
- Discuss everyone's ideas and decide on one of those options, or come up with your own.
- Turn in group ideas and final decision to teacher.
- Request any materials needed for work day tomorrow.

**Day 3** – Group work day.

- Work as a group, writing rhythm and notation for your 16 measure composition.
- Decide what parts you and your group members will be performing, and who will be putting the finishing touches on the written notation.
- Decide on title!
- Make sure you and your group members all have a copy of the music to practice.
- Do you need costumes? Decide what you will wear, if needed.
- 

**Day 4** – Work outside of class, and practice on own.

(no class time given to work as a group)

**Day 5** – Class Presentation

- Turn in written notation
- Perform for class

**Due Date:** ( ) Performances and Written Notation are to be handed in and presented on These will be evaluated by teacher as well as peer evaluations. Final project = 50 pts.

\*\*Materials such as computers, piano, some instruments, and staff paper may be available through Teacher. Please request use prior to class work day(s).

## Peer Assessment

Name of Evaluator: \_\_\_\_\_

Name of Group members presenting: \_\_\_\_\_

\_\_\_\_\_

Name of piece: \_\_\_\_\_

Write 2 different rhythms used in their performance:

What/How did this group perform? \_\_\_\_\_

\_\_\_\_\_

What was one good use of rhythm? \_\_\_\_\_

\_\_\_\_\_

What is one thing that you would change if you were to perform their  
piece? \_\_\_\_\_

\_\_\_\_\_

## Teacher Assessment Group Composition Project

### **Written Portion:**

	Poor					Well Done
Neatness	1	2	3	4	5	
Names clearly visible	1	2	3	4	5	
Title	1	2	3	4	5	
On Time	1	2	3	4	5	

Comments:

Sub Total: \_\_\_\_\_/20

### **Performance Portion:**

Prepared	1	2	3	4	5
Accurate Rhythm (to the written assignment)	1	2	3	4	5
Accurate Pitches/Time (to the written assignment)	1	2	3	4	5
Creativity	1	2	3	4	5

Comments:

Sub Total: \_\_\_\_\_/15

### **General:**

Worked well with group-mates	1	2	3	4	5
Contribution to project	1	2	3	4	5

Comments:

Sub Total: \_\_\_\_\_/10

TOTAL: \_\_\_\_\_/50