

Step~BY~Step

Classroom Music

3

Teacher Manual



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Integrated Music Units for teachers, parents and children
by VINCE RINALDO PhD, CATHY GROSSO and MARGARET THORNE

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Overall Expectation

- communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language)

Knowledge

- identify examples of beat in their environment and in music (e.g., ticking of clocks, steady pulse in rhymes or songs)
- identify rhythmic patterns (e.g., clap the pattern of syllables in nursery rhymes)
- distinguish between beat and rhythm in a variety of pieces of music
- identify higher- and lower-pitched sounds in a familiar melody
- reproduce specific pitches in call-and-response activities
- identify examples of dynamics in pieces of music and describe how the loudness and softness are achieved (e.g., loudness results when a drum is struck with more force)
- identify the tempo of various pieces of music
- identify the four families of orchestral instruments (strings, woodwinds, brass, percussion)
- identify rhythmic patterns (e.g., clap the pattern of syllables in nursery rhymes)
- reproduce specific pitches in call-and-response activities (e.g., singing games)
- sing music from a variety of cultures and historical periods (e.g., folk songs)

Creative Work

- create rhythmic and melodic patterns using a variety of sounds
- create simple patterned movement to familiar music, using their knowledge of beat and rhythm
- accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or "found" instruments
- sing music from a variety of cultures and historical periods (e.g., folk songs)
- sing simple, familiar songs in tune in unison
- create and perform musical compositions, applying their knowledge of the elements of music and patterns of sound
- create short songs and instrumental pieces, using a variety of sound sources
- produce a specific effect (e.g., create a soundscape as background for a story or poem), using various sound sources (e.g., the voice, the body, instruments)
- sing expressively, showing an understanding of the text
- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., create a dance, dramatize a song)
- recognize that mood can be created through music

Critical Thinking

- recognize that mood can be created through music
- express their response to music from a variety of cultures and historical periods
- recognize and explain the effects of different musical choices (e.g., slow music that is loud can be dramatic or ceremonial whereas slow music that is soft can suggest thoughtfulness)
- explain, using basic musical terminology, their preference for specific songs or pieces of music
- explain, using basic musical terminology, their preference for specific songs or pieces of music
- recognize and explain the effects of different musical choices
- communicate their responses to sound through color
- describe ways in which sound affects people's emotions and help them to understand their own experiences

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TOPIC: "Row, Row, Row, Your Boat"

CURRICULUM EXPECTATIONS:

Students will:

- create melodic contour maps that indicate the direction of pitches in familiar songs
- identify the beat, rhythm, melodic contour (shape), dynamics and tempo in familiar pieces of music

MATERIALS: "Row, Row, Row, Your Boat" Lyric Sheet (p.6)
"Row, Row, Row, Your Boat" Activity Sheet (p.7)
CD track 6 "Row, Row, Row, Your Boat"

SUGGESTED LESSON SEQUENCE:

1. Distribute a copy of "Row, Row, Row, Your Boat" Lyric Sheet (p.6), to each of the students.
2. Play track 6 "Row, Row, Row, Your Boat". Have the students join in singing.
3. Review the difference between beat (a steady pulse) and rhythm (the instrumentation/melody that surrounds the beat).
4. Distribute a copy of "Row, Row, Row, Your Boat" Activity Sheet (p.7) to each of the students.
5. Re-play track 6, and ask the students to identify the instrument that is playing the steady beat (drum). Have the students circle the correct answer on their activity sheet.
6. Ask the students to identify the instrument that is playing the rhythm (flute). Have the students circle the correct answer on their activity sheet.



7. Review the definition of tempo (the speed of the song). Review the terms *allegro* (fast) and *largo* (slow). Introduce the term *moderato* (moderate / medium). (These terms were first introduced in Grade 1A and 2A.)
8. Re-play track 6, and ask the students to identify the tempo of the song using the correct terminology. (*moderato*) Have the students circle the correct answer on the activity sheet.
9. Review dynamics (the loudness of a song). Review the terms *piano* (soft), and *forte* (loud). (These terms were first introduced in Grade 2A.)
10. Re-play track 6, and ask the students to identify the dynamic of the song using the correct terminology (*piano*). Have the students circle the correct answer on their activity sheet.
11. Review the term *pitch* (highness or lowness of a sound). (This term was first introduced in Grade 1A.)
12. Tell the students that as we sing or play a song, we change the pitches of notes. Sometimes our voices go up in pitch, and sometimes our voices go down in pitch.
13. Explain to the students that they will be asked to draw a line that follows what their voices do when they sing the song "Row, Row, Row, Your Boat".
14. Play track 6 again and have the students trace the melodic contour of the song with their finger, following the guide on their activity sheets. Model this with the students, repeating the activity until the desired results have been achieved.
15. Re-play the track and have the students trace the melodic contour line on their activity sheet with a crayon or pencil.

EVALUATION STRATEGIES:

- Assess "Row, Row, Row, Your Boat" Activity Sheet.
- See "Row, Row, Row, Your Boat" Answer Sheet (p.8).
- See Checklist Evaluation (p.42), "Row Your Boat" Activity Sheet.

Row, row, row, your boat
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.





Activity Sheet

Name: _____

1. Circle the name of the instrument that plays the beat.

flute

drum

guitar

2. Circle the name of the instrument that plays the rhythm.

flute

drum

guitar

3. What is the tempo of the song?

largo

allegro

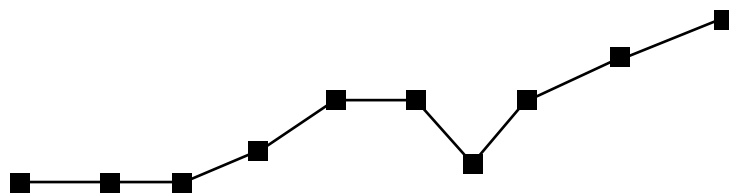
moderato

4. What is the dynamic of the song?

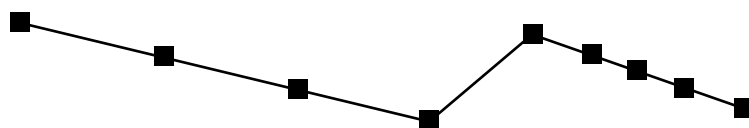
piano

forte

5. Trace the melodic contour for the following:



Row, row, row your boat, gently down the stream



Merrily, merrily, merrily, merrily, life is but a dream



Answer Sheet

1. Circle the name of the instrument that plays the beat.

flute

drum

guitar

2. Circle the name of the instrument that plays the rhythm.

flute

drum

guitar

3. What is the tempo of the song?

largo

allegro

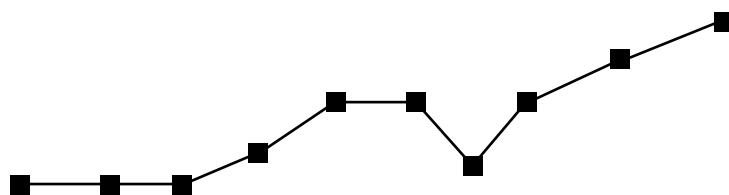
moderato

4. What is the dynamic of the song?

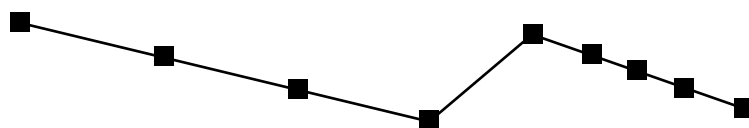
piano

forte

5. Trace the melodic contour for the following:



Row, row, row your boat, gently down the stream



Merrily, merrily, merrily, merrily, life is but a dream