

Step~BY~Step

Classroom Music

4

Teacher Manual



emc notes inc.

Overall Expectation

- use correctly the musical terminology associated with the specific expectations for this grade
- begin to read standard musical notation
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- begin to read standard musical notation

Knowledge

- identify whole notes, half-notes, quarter-notes, and eighth-notes, and their corresponding rests in 4/4 time
- recognize that the treble clef defines the names of the lines (e, g, b, d, f) and spaces (f, a, c, e) on the staff
- recognize that specific pitches may be represented by notes placed on a staff
- distinguish between movement by a step (i.e., the interval between a note on a line and a note on the adjacent space, or vice versa) and movement by a skip (e.g., any interval larger than a step)
- recognize that the bass clef defines the names of the lines (g,b,d,f,a) and spaces (a,c,e,g) on the staff
- recognize that a unison consists of two notes on the same line or in the same space that are to be sung or played simultaneously
- identify the form verse–chorus in familiar songs
- identify the individual instruments of the woodwind, brass, string, and percussion families
- identify tone colors in familiar music
- demonstrate an understanding of correct breathing technique and posture when playing and/or singing
- demonstrate knowledge of techniques to produce a clear and open head tone while singing
- demonstrate their understanding of beat through conducting a piece in 4/4 time, using the standard conducting pattern

Creative Work

- read and perform simple rhythmic patterns in 4/4 time
- read music, using their knowledge of contour mapping and notation
- write new words to familiar melodies, using their knowledge of rhythm to ensure that the new text fits with the melody
- create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, and tone color
- sing or play expressively, giving particular attention to using suitable dynamics and tempi
- create musical compositions that show appropriate use of some of the elements of music and perform them
- create an accompaniment for a song, using a melodic ostinato
- sing and/or play in tune songs from a variety of times and places
- express their response to music from a variety of cultures and historical periods
- explain, using appropriate musical terminology, their preference for specific songs or pieces of music

Critical Thinking

- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., a word-processing program, storytelling, a collage)
- describe how a composer can manipulate the elements of music to create a specific mood
- explain the effects of different musical choices



TOPIC: Singing

CURRICULUM EXPECTATIONS:

Students will:

- recognize that a unison consists of two notes on the same line or in the same space that are to be sung or played simultaneously
- identify the form verse/chorus in familiar songs

MATERIALS: Verse / Chorus Note (p.55)
CD track 31, "Media"
"Media" Lyrics (pp.56-59)
Unison Singing: Teacher's Reference (p.58)

SUGGESTED LESSON SEQUENCE:

1. Explain to the students that every song has its own unique form.
2. Tell the students that the song "Media", which they are about to hear like most popular songs today, has two main parts which repeat. The structure, or form the song uses is verse / chorus.
3. Distribute Verse / Chorus Note (p.55), to each of the students.
4. Distribute the Media Lyrics (pp.56-57), to each student.
5. Play track 31, "Media", and have students indicate the verse/chorus form by writing the word chorus after the appropriate verses. (The choruses are sung after verses 2, 4, and 5.)
6. Discuss the vocals by asking the students how many people they hear, singing the verse. (one person) Ask the students how many voices are heard singing the chorus. (two voices) Ask the students how many parts are sung at once. (The two voices are singing the same thing).



7. Explain to the students that this is called unison singing. When we write unison parts, the two notes that are sung appear on the same line or space. (See Unison Singing: Teacher's Reference p.58).
8. Re-play track 31 and have the students sing along.

EVALUATION STRATEGIES:

- Assess Verse / Chorus markings on "Media" Lyric Sheet. (Ensure that the students have appropriately marked each chorus.)
- Assess student ability to recognize unison singing as it appears in the choruses of the song.
- See Checklist Evaluation 2, Recognizes Unison, Identifies Verse/Chorus Form (p.64).

Very often popular songs are divided into two main parts: the verse, and the chorus.

The most important part of a song is the chorus. Not only is it the part that is repeated, but very often, it is the section that contains the title of the song. When a person remembers a song, it is usually the chorus that s/he recalls.

The verse is the part of the song that presents the content which leads into the chorus. (i.e. a verse gives the important information about the subject matter of the song.) It is very common to have several verses in a song, but they usually lead to one chorus.



CHORUS

Turn on the radio, watch the T.V.
Open any catalogue, and read a magazine.
Advertising's everywhere, commercials on the spot,
I want to try and someday buy
That product that is "hot".

VERSE 1

Commercials fill the T.V. screen
With colours bold and bright;
Products that they're selling just
Went on sale that night.
Can't make a choice, what should I do?
I'd better save my money.
I'm in an awful stew.

VERSE 2

From clothes that never wrinkle
To shoes that walk on air.
Creams that make you younger,
And gel that grows your hair.
You'll be a brand new person, in that downy bed,
But then they recommend a trip
To ease your stress instead.

VERSE 3

Fast food is just the answer
For every working mom.
Commercials sell a message
That cooking is just fun.
Food looks so delicious, I need a tasty snack,
Better wait and see,
What other sales are on T.V.



VERSE 4

Pizza, pop, and candy snacks,
Crisps as light as air.
Tissue, soap, paper towels
Shampoo for your hair.
I stood right up and asked myself
What was going on?
Every product up for sale
Had a jingle or a song.

VERSE 5

When you watch commercials,
And read the ads as well,
Question everything about
The products that they sell.
All consumers be aware
Look around before you buy.
Get the value of your buck,
Give everything a try.



Unison singing means that only one part is being sung at a time. This can be achieved by a soloist or an entire choir. The term unison (meaning one) refers only to the *intervals separating the singers, or players, but since all involved are singing or playing the same part, the interval is zero. The only exception to this is if the performers are separated by octaves. (Notes that share the same letter name but are higher or lower in pitch). In either case, however, the notes sung or played are of the same letter name.

Example 1: only one melody is sung or played



Example 2: although there is only one melody line, it is sung or played in octaves



* See Glossary of Terms (p.65).