

Delaware Model Unit Gallery Template

Unit Title: Sight- Melody

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Content Area: Intro to Music

Grade Level(s): 7

Summary of Unit

As part of their study of meters and note values in music, the students will create original sight-singing examples to be performed in class using specified guidelines. Students will use a rubric for self/group evaluation. A rubric for the sight-singing example will be utilized as well. Sight-singing examples will be notated using traditional methods. Each sight-singing example will be performed for the class and will then be combined to create a collection of sight-singing examples to be used in all chorus classes for sight-singing exercises.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

Music Standards:

1.1E- Imitate melodic patterns

1.7E -Sing call and response

5.1E - Identify and define standard notation symbols

5.2E- Identify and define standard notation symbols

5.3E - Identify and define standard notation symbols

5.4E- Read a single line of an instrumental or vocal part

5.8E – Read an instrumental or vocal score

6.7E - Identify the elements of music within a musical composition

6.9 D/P - Identify and explain compositional devices and techniques used in a musical work

Theater Standards:

2.1 E Employ variations in movement, gesture and vocal expression (pitch, tone, tempo) to create characters

2.3 E Identify character motivations through research and analysis and be able to articulate how they affect the character's actions

2.5 D Apply various acting and performance methodologies to appropriate theatrical styles

Big Idea(s)

A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicate meaning.

In order to engage in an ensemble one must be both a performer and a listener with the ability to react.

To become a skilled performer requires persistence.

Material for a dramatic piece can be derived from a variety of sources.

Written music is open to individual interpretation.

Unit Essential Questions(s)

How conscious and deliberate is the process of creating good music?

What elements are necessary in a play?

When does singing go from mere repetition or imitation to creative and artful performance?

To what extent does participation in a vocal ensemble impact the performance of the ensemble?

When is music deliberate and when is it spontaneous?

What distinguishes ordinary from exceptional theatre?

Knowledge and Skills

Students will know...

There are essential behaviors for proper performance.

Students will be able to...

Students will gain an understanding of basic music terminology.

Students will be able to use the singing voice and various classroom instruments to facilitate their understanding of melody.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

Assessments of group or individual work: Students will self/group assess using a rubric. The rubric should incorporate students' ability to evaluate group work.

Assessment of individuals: The teacher will assess each student using the rubric that students are familiar with, that incorporates the guidelines for their sight-singing examples.

Sight-Singing Composition Rubric				
	BELOW AVERAGE	BASIC	PROFICIENT	ADVANCED
	0 pts	1 pt	2 pts	3 pts
ORGANIZATION	BELOW AVERAGE	BASIC	PROFICIENT	ADVANCED
	Ex. has less than 8 measures of music	Ex. is comprised of at least 8 measures of music	Ex. has a clear beginning and end is comprised of 8 to 12 measures of music	Example has a clear beginning and end and is comprised of 8 to 16 measures of music
MELODY	BELOW AVERAGE	BASIC	PROFICIENT	ADVANCED
	Melody used less than 3 pitches	Melody used 3 pitches	Melody used 3 to 5 pitches	Melody used more than 5 pitches.
METER/ RHYTHM	BELOW AVERAGE	BASIC	PROFICIENT	ADVANCED
	No time signature was noted in the example with note values used incorrectly in sight-singing example	Time signature was noted at the beginning but less than 3 note values were correctly utilized in sight-singing example	Time signature was noted at the beginning with 3 to 5 different note values correctly utilized in sight-singing example	Time signature was noted at the beginning with at least 5 different note values correctly utilized in sight-singing example
TECHNIQUE	BELOW AVERAGE	BASIC	PROFICIENT	ADVANCED
	Example was not accurately notated	Example was written using correct notation for 70 percent of the example	Example was written using correct notation for 85 percent of the example	Example was correctly written noting treble clef, correct notation, double bar at the end

Organization _____ **Melody** _____ **Meter/Rhythm** _____ **Notation** _____

Total _____

(Average of components)

Sight-Singing Performance Rubric				
	BELOW AVERAGE	BASIC	PROFICIENT	ADVANCED
	0 pts	1 pt	2 pts	3 pts
PITCH	BELOW AVERAGE	BASIC	PROFICIENT	ADVANCED
	Few or no pitches were sung correctly	Only about 70 percent of pitches are sung correctly	Most pitches are sung correctly	All pitches are sung correctly
RHYTHM	BELOW AVERAGE	BASIC	PROFICIENT	ADVANCED
	Few or no rhythms were accurately executed	Only about 70 percent of rhythms were accurately executed	Most rhythms were accurately executed	All rhythms were accurately executed
DYNAMICS	BELOW AVERAGE	BASIC	PROFICIENT	ADVANCED
	Dynamics were not notated or demonstrated	Dynamics were notated but not demonstrated in example	Some dynamic changes were noted during performance	All dynamic changes were distinctly noticeable in performance
TEMPO	BELOW AVERAGE	BASIC	PROFICIENT	ADVANCED
	Tempo was not appropriate or maintained	Tempo was appropriate but not always maintained	Tempo was appropriate and steady most of the time	Tempo was appropriately executed
POSTURE	BELOW AVERAGE	BASIC	PROFICIENT	ADVANCED
	Poor posture was maintained during performance	Good singing posture was maintained for 70 percent of performance	Excellent singing posture was maintained during most of the performance	Excellent singing posture was maintained during performance

Pitch _____ Rhythm _____ Dynamics _____ Tempo _____ Posture _____

Total Score _____

(Average of totals for each component)

Other Evidence

Teacher observations
Presentations
Homework
Vocabulary
Unit exams
Mid-term exams
Final exams

Student Self-Assessment and Reflection

A great deal of reflection will occur throughout the unit as the teacher guides the students to discuss the fundamentals of sight-singing

Students will be asked to complete exit tickets to reflect their thinking on the lesson's content and their grasp of the enduring understandings and essential questions.

After performing their composition, students will have a chance to reflect on their work.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

Lesson Procedure:

Lesson 1 (45 minutes)

- A. Students are introduced to the idea that they will have the opportunity to create their own sight-singing examples to use as demonstration in class. They will be incorporating concepts that they have learned in class on meter, note values, writing in treble clef, notating music, etc. to produce a short sight-singing example.
- B. A connection of rhythmic and melodic sight-singing examples to the selections being analyzed by the class is introduced. The teacher first introduces a written example of a rhythmic exercise (simply written on the board) that utilizes a tricky rhythm from one of the selections being analyzed in class. The students were asked to identify the meter and note values used in the example. Students first count the rhythm, note specific measures that may pose difficulty, and then count the measure of the beat as a group. This may be done between 1 and 3 times, or until students successfully perform the rhythm. The students are next introduced to a melodic sight-singing example created by the teacher on staff paper. Again, they identify the meter and note values used, note specific measures that may pose difficulty, beat count the example if needed, then attempt to sing the example when provided the starting pitch. Again, this example could use a small portion of a melodic idea from one of the pieces being rehearsed in class. The teacher should note how the sight-singing example is constructed and notated on music manuscript paper. At this point,

a rubric that will be used as an assessment tool in evaluating sight-singing examples should be presented to the students and discussed.

- C. During the remainder of the lesson, students should note any specific measures that are tricky rhythmically or melodically while they rehearse their Choral pieces. These may or may not serve as a basis or idea in creating a sight-singing example in class.
- D. Inform students that when they return to class the next day, they will be working in groups of 3 to 4 create their own sight-singing examples.

Lesson 2 (45 minutes)

- A. Students are divided into groups of 2 or 3, depending on class size. (Students with more advanced musical backgrounds may be allowed to work individually.) Review the sight-singing example introduced in the previous class as a guide for the students, and remind them to utilize meters and note values studied in class analyzed selections.
- B. Students are provided the remainder of class time to brainstorm, discuss, and record their sight-singing example on music manuscript paper.
- C. At the end of class, groups will complete the group evaluation rubric.

Lesson 3 (45 minutes)

- A. Each group or individual performs their sight-singing example for the class.
- B. Use criteria from the rubric for discussion about the sight-singing examples. Class members may give positive comments about the examples with the teacher making any kind of suggestions for improvements, if needed.
- C. Have students discuss what they have learned from the process. Sight-singing examples can be grouped by the teacher into a collection for Chorus classes to use during rehearsals. These can also be distributed to students.

Resources and Teaching Tips

Resources:

Sight-singing examples provided by teacher; music manuscript paper; pencil; rubric for self/group evaluation rubric to assess sight-singing example (teacher created).

Differentiation

Work in small groups and pairs to support learning

When dividing up students to sing some students with learning disabilities may benefit from being in a group with stronger readers

Students use the visual, auditory, and kinesthetic learning styles during this unit.

Students choose which passages to sing during evaluations.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

As written, this unit does not make use of a great deal of technology. However, if the teacher wished to extend the unit, students could certainly go online and search for sight-reading examples. The teacher could also incorporate the SMARTMUSIC software as a practice tool, or even an assessment tool.

Content Connections

Content Standards integrated within instructional strategies

Math – Dividing time with measures, beat, syncopation