

Teacher(s)	Macke	Subject group and discipline	Vocal Music		
Unit title	Language of Music: Melodic Studies	MYP year	Year 1	Unit duration (hrs.)	5

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Aesthetics, Communication	Structure, Innovation	Personal and Cultural Expression
Statement of inquiry		
Melodic studies can reveal range, texture, and contour of music.		
Inquiry questions		
Factual— What are the names of the notes placed on a musical staff? Conceptual— How does the speed of vibrations affect its pitch? Debatable— Does a particular pitch or melody create a certain mood?		
Objectives	Summative assessment	
Criterion A: Knowing and Understanding i. The student demonstrates awareness of the art form studied, including excellent use of appropriate language ii. The student demonstrates awareness of the relationship between the art form and its context	Outline of summative assessment task(s) including assessment criteria: Goal: <ul style="list-style-type: none"> •Your task is to perform a melody on any pitched instrument of your choice. Role: <ul style="list-style-type: none"> •You are a contestant on the TV show, “Mystery Melody” 	Relationship between summative assessment task(s) and statement of inquiry: Students decode an 8-beat melody on the treble clef staff and perform it for the teacher.

<p>iii. The student demonstrates awareness of the links between the knowledge acquired and artwork created.</p> <p>Criterion B: Developing Skills Demonstrate the application of skills and techniques to perform art.</p>	<p>Audience:</p> <ul style="list-style-type: none"> •TV viewing area. <p>Situation:</p> <ul style="list-style-type: none"> •The challenge is to select a pitched instrument, decode a short melodic piece and perform it correctly in under 1 minute. <p>Product Performance and Purpose:</p> <ul style="list-style-type: none"> •You will demonstrate your ability to decode a melody and perform it on a musical instrument. <p>Standards and Criteria:</p> <ul style="list-style-type: none"> •Your performance needs to be accurate for 80% and above with pitch decoding. 	
<p>Approaches to learning (ATL)</p>		
<p>Critical Thinking: Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</p> <p>Transfer: Transfer current knowledge to learning of new technologies</p> <p>Reflection: Identify strengths and weaknesses of person learning strategies</p>		

Action: Teaching and learning through inquiry

Content	Learning process
<p><u>Content Standard 5.0: Reading and Notating</u> Students will read and notate music. 5.2 Interpret terms, signs and musical symbols necessary for performing a choral music score.</p> <p><u>Content Standard 2.0: Playing Instruments</u> Students will perform on instruments, alone and with others, a varied repertoire of music. 2.2 Use rhythmic instruments to enhance choral compositions, when appropriate.</p>	<p>Learning experiences and teaching strategies</p> <ol style="list-style-type: none"> 1. Students take a pre-test over reading music on lines and spaces 2. Students draw a staff of “Music Staff Reading” for vocabulary identification: Treble lines and spaces, music alphabet, etc. 3. Students complete a note identification word game 4. Students accurately write a song in their music journal 5. Students compare note writing to writing coordinates on a math graph; accuracy is key! 6. Students decode and simple group songs on melodic instruments: guitar, piano, tone chimes, etc. 7. Students will add additional melodies or ostinatos to their melody to increase the texture of their song. 7. Students choose one instrument in which to perform a melody for an assessment. <p>Formative assessment</p> <ul style="list-style-type: none"> •Teacher Observation •Students’ song copying accuracy, “Skin and Bones” •Students will collaborate with a partner to complete “Tale of a Pig” or the advanced, “Case of the Missing Jewel” activity •Students decode vocal melodies and instrument parts in their Christmas octave music. <p>Differentiation</p> <p>Pair and Share, peer tutoring, modified grading, guided vs. inquiry, enrichment possibility for advanced musicians.</p>

Resources	
vocal octaves, music theory handouts, Teacher-created tests, teacher-created diagrams, charts, and games.	

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
Gave pre-test to find prior knowledge of vocabulary and reading music from the treble clef staff. Only 23% were proficient in decoding and identifying pitches.	<p>During teaching I made sure to incorporate a different approach to reach each of the different learning styles: visual, oral, kinaesthetic, and aural.</p> <p>They were involved in daily exercises that reinforced these melodic relationships. Students took journal notes daily about each of the new skills they learned.</p>	<p>Students reflected at the end of the post-test about their Music Literacy success. I learned that almost over 90% of students felt they had gained skills performing a melody. They also stated that reading and performing a melody independently was much easier than they first predicted.</p> <p>After observing the “Melodic Performances”, I learned that 86% of my students were proficient in applying their knowledge in a new setting. Students were willing to help remediate the members of their group who needed reinforcement. The majority of this group stated that they planned to continue reading and playing melodies.</p>

