**5th grade/6th grade**

Big Idea Math Unit 5

Understanding fractions

Theme: 16th notes in hierarchy of notation

“Salamanca Market”

**Math /ELA**  **Music**

 Number & Operations-Fractions Notes, whole, half quarter, 8th

1. Explain why a fraction is equal to another fraction using visual 16th note beat/rhythm,

models w/attention to number & size of the fractions differ. singing, tempo

Measurement & Data

1. Convert among different size measurement units within a given measurement system.

Represent & interpret data

1. Make a line plot to display data of measurement in fractions. Use operations to solve problems involving info presented in the line plots.

Comprehension & Collaboration

1. Engage in a range of collaborative discussions(one on one) in group & teacher led
2. Come to discussion prepared, having studied material, explicitly draw on that preparation &

other info known about the topic to explore ideas about topic.

**Common Core and Readiness:**

NF4.2.A.1/MD.5.A.1/MD.5.B.2/SL.5.1a

**Music Objectives:**

S1.C1.PO3/S1.C1.PO4/S1.C2.PO3/S1.C3.PO3/S1.C5.PO2/S1.C2.PO2/S2.C1.PO3/S3.C3.PO1

Measurement/Fractions: “Salamanca Market”

Vocabulary: Vocabulary word for lesson: **Color line-** A line with a duet that is used usually for effect. This line does not need to be included.

**Objective** I can play a three part piece of “Salamanca Market” having a melody, harmony and color line.

1. Q&A on notes used in notation-Review how notes correlate to fractions
2. Clap out the “Market” song from last week from the written notation & sing
3. Instruments: Add drums for beat, harmony bells(1part crossover on C, & 2nd part a quarter 8th quarter w/CGGC
4. Sing melody w/bells and drum beat
5. Review improvisation. Have students pair share on how they might improvise another part to improve piece. Have students demonstrate little parts. Talk about the color line.
6. Instrument for color line: Guiro-Have four to five students improvise a new part on the guiro.
7. Play piece using all three parts. 2nd have students switch instruments and play again
8. Closure: **Pair Share:** What are the three parts of the three part piece? What does each part mean.