Composing Music with Science in Mind

6th Grade

Week 1

Lesson 1

Music Objective: I can talk about the procedures of the music class by using a complete sentence.

Main vocabulary for this lesson: procedure-the steps it takes to do something

Anticipatory Set: All students walk in ready for music by showing correct line up procedure. Students walk in and sit by doing active listening.

Instructional Delivery: The teacher explains procedure. Students practice the lineup, active listening and music procedures through role play. Students talk about the word procedure.

Activity: Students listen to “Summer’s Over”. Students sing song.

Closure: Students talk about procedures. TPS

Lesson 2

Vocabulary: The main vocabulary of this lesson is rhythm.

Anticipatory Set: Ask students “What have we been learning about?” TPS

Instructional Delivery: Students begin to think about what makes music. What do we need to have a piece of music? Students respond. The teacher makes a list. What makes up rhythm? Students respond. The teacher makes a list.

Explain to students that they will be learning procedures in science and that they will create a song that is about the procedures they use in science.

Activity: Students brainstorm with their partner and come up with words they have been learning about in science that has to do with rules and procedures and other science vocabulary. A recorder will make a list on chart paper.

Closure: Students talk about what rhythm is. TPS

Lesson 3 What is Rhythm?

Vocabulary: The main vocabulary of this lesson is rhythm.

Anticipatory Set: Ask students: “Why do we need classroom procedures?” TPS

Instructional Delivery: Show procedures for:

Active Listening

Critical Thinking-Answering questions with a partner

Modeling/Role Play

Grading/Rating

Passing out materials and tools

Activity: Students practice taking out instruments and passing them out to classmates. Students practice echo rhythmic patterns.

Closure: Students think and discuss with partner what the meaning of rhythm is.

Week 2

Lesson 4

Question: What does rhythm look like?

Main vocabulary for this lesson: musical notation (quarter, half, whole, eighth, sixteenth, rests, etc.)

Anticipatory Set: TPS What have we been learning about in music? What do you remember about rhythm?

Instructional Delivery: The teacher shows students musical notation.

The teacher models by playing examples of rhythms using rhythm sticks.

Activity: Students learn to decode rhythmic examples by playing instruments (variety of classroom instruments).

Closure: Students talk about how rhythm looks like using the vocabulary (quarter, half, whole, eighth, sixteenth, rests, etc.) and demonstrate a measure with partner.

Lesson 5

Main vocabulary for this lesson: tempo-the speed of the beat

Anticipatory Set: Beat is essential and underlying in music. Students walk in place for a minute or two. Stop. Feel pulse or heartbeat. How is it beating? Students describe. Students jog in place for a minute or two. Stop. Students feel pulse or heartbeat. How is it beating? Students describe. TPS

Instructional Delivery: The teacher teaches tempo. Students restate what they are learning.

Activity: Students work together on a variety of tempos (allegro, andante, largo, etc.) using rhythmic patterns being learned. Students are assigned a variety of percussive instruments.

Closure: Students talk about tempo.

Lesson 6

Main vocabulary for this lesson: measure and meter signature

Anticipatory Set: Students will listen to two pieces of music and compare them by talking about the rhythmic patterns and tempo. TPS

Instructional Delivery: The teacher will show measure and meter signature.

The teacher will model how students will play rhythms.

Activity: Guide students as they practice rhythms. Ask students, “How can you vary this rhythm?”

Closure: Students talk about measure and meter signature.

Lesson 7

Main vocabulary-review all-rhythm, musical notation (quarter, whole, half, eighth, sixteenth, rests), tempo, measure, meter signature.

Anticipatory Set: What have you been learning about in music? TPS

Instructional Delivery: The teacher explains that musical notation, tempo, measure, and meter signature are needed to create rhythms. The teacher models how students will create rhythm and perform it.

Activity: Students create a measure of music and perform it then create two measures of rhythm and perform it. (They will repeat it four times when they perform it.)

Question: What are you creating?

Closure: Students talk about how they created a measure of rhythm by including the vocabulary (musical notation-quarter, whole, half, eighth, sixteenth, rests), tempo, measure, meter signature). TPS

“I created a measure of rhythm by…”

“Today in music I …”

Lesson 8 and 9

Main vocabulary: The main vocabulary is being taught to the new students that came in from Ms. Ortiz class. Rhythm, tempo, musical notation, whole note, quarter note, eighth note, rest values and Anticipatory Set: Students listen to music to hear the tempos. Is the tempo the same? Is the tempo different?

Instructional Delivery: The teacher explains that they will work in small groups. The students that have been learning will be teaching the new students. The teacher will model. On lesson 9 the students will present what they learned They will work as a small group in which everyone will do a part to present to the entire class. All students will take notes on what the groups present.

Activity: Students will listen to the presentation and take notes.

Closure: Clean up.

Lesson 10

Main vocabulary: The main vocabulary in this lesson is timbre and expression. Timbre is the special sound of each instrument or voice. Expressive is using sounds to make meaning known. (meaning of emotion: excitement, sadness, anger, romance, etc)

Anticipatory Set: Students will listen to a piece of music and talk about what they hear. “I hear…”

Instructional Delivery: The teacher will explain “timbre”. Students will identify some instruments.

Activity: Students will take out a variety of instruments and listen to the quality of each instruments sound. Students will talk about the quality of the sound. Students will practice instruments using accents (stresses on different beats) to express different rhythmic qualities.

Closure: Students will talk about the term “expressive”. TPS

Lesson 11

Main vocabulary: The main vocabulary of this lesson is melody. When musicians put pitches together in different ways it creates a melody. Review with students: pitch, melodic direction.

Anticipatory Set: Students will listen to a piece of music and talk about what they hear. “I hear…”

Instructional Delivery: The teacher will explain melody. Students will learn how musicians create music by writing musical notation. The teacher will model writing music using pitches in the treble clef. The teacher will review with students melodic direction.

Activity: Students will practice writing the notes of the treble clef. Students will create a line of music.

Closure: Students talk about the word melody.