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Instructor: Dr. Susan Holloway
Music: Instrumental/Vocal Teachable
Due date: March 19, 2024

Grade: 8

Length of Lesson: 75 minutes

Lesson Title: Exploring Pitch through Different Modes

Subject: Music

Essential Questions:

1. How is pitch used to express meaning through musical performance?
2. How might I manipulate pitch when playing a musical instrument?
3. How can I apply various musical elements, such as pitch, dynamics, timbre, and articulations, to make meaning through performance?

Materials:

- A few per student: coloured pencils or markers
- Two per student: paper
- One per student: clipboards
- Students' musical instruments provided by the school (flute, clarinet, trumpet, etc.)
- Students' reflective journal booklet
- Teacher must be able to access chalk or dry-erase board with respective writing tools
- Audio speakers and computer
 - The following listening examples should be ready to play through YouTube during the lesson hook:
 - 1. Mozart's IV. Rondo (0:32:50)
 - <https://www.youtube.com/watch?v=X--OcmJrUPk&t=1970s>
 - 2. Inuyasha - To Love's End, Piano Version (0:00)
 - <https://www.youtube.com/watch?v=7X0icS1o7pU>
 - The **video pedagogical resource tool** attached in this folder
 - The following listening examples should be ready to play through YouTube during the Multimodal Pitch Interpretation Activity:
 - 1. "Dancing in the Street" by Martha and the Vandellas (0:00)
 - <https://www.youtube.com/watch?v=68Uv959QuCg>
 - 2. "What Was I Made For?" by Billie Eilish (0:00)
 - <https://www.youtube.com/watch?v=dpnTd9Dx2OM>
 - 3. *Song of the Week: Each week, a different student offers a song they would like to share with the class. The teacher tries their best to incorporate this song into various activities throughout the week.

- Classroom piano or midi keyboard with multiple instrument settings (piano, guitar, and violin)
- Pictures of guitar, piano, and violin



All photos retrieved from pexels.com (creative commons)

Music Learning Goal (s):

I will... (actions, what students will be doing)

1. I will draw lines that correspond with changes in melodic pitch on a piece of paper
2. I will perform gestures that correspond with changes in melodic pitch
3. I will collaboratively discuss reflective thinking with different classmates
4. I will identify the type of instrument being played (piano, guitar, and violin) by recognizing their pitch ranges and timbres from a series of audio recordings
5. I will use an instrument to play music during a band rehearsal

Language Learning Goal(s):

I will....

1. I will use descriptive terms (ie. excitable, slow-moving, gloomy) to analyze how meaning is expressed through melody and pitch
2. I will explore musical terms through visual, gestural, and spatial modalities
3. I will use writing to critically reflect on my learning in a reflective journal

Success Criteria/Learning Objective:

I can... (what students will be able to do)

The specific learning items that must be met for the student to meet the expectations of the learning goal.

1. Identify when pitch ascends and descends within a piece of music
2. Identify instruments by hearing their pitch ranges and timbre

3. Cooperate in an ensemble while playing a piece of band music.
4. Language Learning Objectives:
 - I can interpret and discuss the meaning of music using the five elements of music, including melody, pitch, rhythm, dynamic, and texture

Main Curriculum Expectations:

C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music

C1.2 applies the elements of music through performing, composing, and arranging music for a specific effect or clear purpose

C1.4 uses the tools and techniques of musicianship in musical performances

C1.5 demonstrates an understanding of standard and other musical notation through performance and composition

C2. Reflecting, Responding, and Analyzing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences

C2.1 expresses analytical, personal responses to musical performances in a variety of ways

C2.2 analyze, using musical terminology, ways in which the elements of music are used in various styles and genres they perform, listen to, and create

Specific Lesson Material/Instruction

Before: Hook (5 minutes)

Chairs will be set up in an arch around the classroom. Ensure that students are seated before class starts.

Listening Activity

1. Distribute reflection journals to students.
2. Play the first listening example, Mozart's "IV. Rondo," for the students (see listening example link in [resources](#)). As students listen to the recordings, they must respond to the following writing prompts on the board:
 - a. How fast is the melody moving in this song?
 - b. How does the song's melody make you feel? What about it makes you feel this way?

(Note for teacher: This is a Western Classical piece. The fast-paced melody evokes a happier, more lively feeling.)

3. Play the second listening example, “Inuyasha,” for the students (see the listening example link in the [resources](#)). As students listen to the recordings, they must be responding to the following writing prompts on the board:
 - a. How fast is the melody moving in this song?
 - b. How does the song’s melody make you feel? What about it makes you feel this way?

(Note for teacher: This is a piece from a Japanese anime. The slow-moving minor melody evokes a sadder and gloomier tone.)

4. **Think-pair-share:** With their elbow partner, students will discuss how their written responses to both recordings differed.
5. Ask for a few volunteers to share their responses with the rest of the class.

Action Activities (55 minutes)

Students will remain in their seats for this portion of the class. The **pedagogical resource tool video** (see more information in [materials](#)) can be shown to students to support their understanding of the Multimodal Pitch Interpretation Activity.

Multimodal Pitch Interpretation Activity: Part 1 – Audio/Spatial (7 minutes)

As students listen to each recording, they must use their pencils to follow the melody line on their paper. For example, if the pitch of a note ascends, students must represent this in the height of their line.

6. Distribute a clipboard, sheet of paper, and coloured pencils to each student.
7. Demonstrate an example for the class on the class chalk or dry-erase board. Play 45 seconds of the first listening example, “Dancing in the Street” by Martha and the Vandellas, for the students (see listening example link in [resources](#)).
8. On their sheet of paper, students will independently use their pencils to follow the melody line on their paper. Play 20-30 seconds of the second listening example, “What Was I Made For?” by Billie Eilish, for the students (see listening example link in [resources](#)).
9. Distribute another sheet of paper to students.
10. On their second sheet of paper, students will independently use their pencils to follow the melody line. Play 20-30 seconds of the third listening example, the song of the week, for the students (see listening example description in [resources](#)).
11. **Think-pair-share:** With a new elbow partner, students will discuss how both of their drawings differed. After students have had some time to share their thoughts, they will collaboratively reflect on how each melody line relates to the meaning of the songs played.

12. Ask for a few volunteers to share their responses with the rest of the class.
13. Ask students to return their clipboards, pencils, and papers, and move their seats to the outer edge of the classroom for the second half of the Multimodal Pitch Interpretation Activity.

Multimodal Pitch Interpretation Activity: Audio/Gestural (7 minutes)

As students listen to each recording, they must respond to changes in pitch through movement. For example, students will raise their hands in the air to represent the ascension of pitch (the appendix and video resource, for example). Please see the “Accommodations” section at the end of this lesson plan for physical accommodations.

14. Demonstrate an example for the class. Students will be asked to follow your movement. Play 45 seconds of the first listening example, “Dancing in the Street” by Martha and Vandellas, for the students (see listening example link in [resources](#)). Follow the melody through movement (ex., move hands, eyebrows, or smile, up and down to represent ascension and descension of melody).
15. Students will respond to the melody with their own movements for the next two examples. Play 20-30 seconds of the second listening example, “What Was I Made For?” by Billie Eilish, for the students (see listening example link in [resources](#)).
16. Play 20-30 seconds of the third listening example, song of the week, for the students (see listening description in [resources](#)). Students will respond to the melody with their own movements.
17. Ask students to volunteer responses to how their gestural responses to both pieces differed.

Timbre: Instrument Matching Activity (10 minutes)

Place three large images of musical instruments (piano, guitar, and violin) at the front of the class.

As students listen to three musical examples by the teacher, they will distinguish the differences in pitch range and timbre between these three melodies to identify which instrument is playing each excerpt.

18. Play C1 to C2 scale on piano three times. Each scale will be played in a different setting: piano, guitar, and violin.
19. In collaboration with students, differentiate the timbres and identify the pitch range of the three instruments. Match the listening examples to photos of each instrument.
20. Play E2 to E3 scale on piano three times. Each scale will be played in a different setting: piano, guitar, and violin. Use a different order of instruments than the first example.

21. Students will engage in conversation with an elbow partner to identify which order of instruments is being played in this example.
22. One pair will volunteer their guess with the class.
23. Repeat this activity using the G1 to G2 scale.

Band rehearsal (35 minutes)

24. **Warm-Up:** Breathing Exercise: Upon cue from the conductor, students will breathe in for four counts and out for four counts. The counts of breathing in will decrease by one count every time the exercise is repeated.
25. **Warm-Up:** The ensemble will play a C Major concert scale (percussionists will roll on their instrument and lead the dynamic changes throughout each scale according to the emotive intention)
 - Ask students to volunteer a happy thought they will express through the performance of this scale (i.e., going for ice cream on a hot summer day)
26. **Warm-Up:** The ensemble will play a C minor concert scale (percussionists will roll on their instrument and lead the dynamic changes throughout each scale according to the emotive intention)
 - Ask students to volunteer an angry thought they will express through the performance of this scale (i.e., a sibling ate your leftover pizza)
27. Students will play through their repertoire (see repertoire in [resources](#)).

28. Work through the following elements in this order:
 - a. Tone
 - b. Rhythm
 - c. Pitch

After: Consolidation and Practice

Reflective Journal Activity (10 minutes)

29. Hands out journal booklets for students to engage in a reflective session, focusing on the lesson's experiences and personal growth.
30. Write the following questions on the chalk or dry-erase board:
 - a. How can pitch affect the meaning of music? Explain your answer using an example from our lesson.
 - b. How might I express meaning through changes in pitch when creating new music?
 - c. Extra time: Did you encounter any challenges throughout the lesson today? How did you respond to these challenges?

Previous Learning

Before embarking on this lesson, students will have knowledge of the following concepts:

1. Notes on the 5-line staff: Students will be familiar with the five-line staff and how notes on this tool represent different pitches in music. This foundational knowledge enables them to read and interpret musical notes in treble clef and bass clef.
2. Instrumental skills: Students have a basic proficiency in playing their chosen instruments. This includes understanding how to produce sound, playing music that is notated on the 5-line staff, as well as fundamental techniques specific to their instruments.
3. Timbre: Students have already engaged in activities requiring them to understand timbre as an element of music. They will be prepared to complete the Instrument Matching Activity where they are required to leverage their knowledge of timbre and pitch to identify musical instruments being played.
4. Journal Reflections: Students have prior experience articulating their thoughts, feelings, and learning experiences in written form through journal reflections.

Assessment and Evaluation

Throughout the lesson, students have numerous opportunities to participate in ongoing self-assessment of their learning. Students are asked to participate in ongoing reflection of their learning as they:

- Discuss their prior knowledge about pitch during the Hook Activity
- Compare their line drawings during the Multimodal Pitch Interpretation Activity
- Match instruments with pitch ranges and timbres during the Instrument Matching Activity
- Listen to their own playing during the band rehearsal
- Complete a written reflection in their journals

To evaluate this lesson, the following criteria could be used:

1. Proficiency in Melodic Pattern Analysis: Evaluate students' comprehension of pitch change in a musical composition.

Level 1	Level 2	Level 3	Level 4
Student does not recognize pitch shifts in melodic excerpts	Student can recognize some pitch changes in melodic excerpts	Student can effectively recognize pitch shifts in certain melodic excerpts	Student consistently recognizes pitch changes in melodic excerpts

Possible Learning Accommodations

The following adaptations can be applied to all learners to ensure that learning is differentiated and accommodates numerous special needs and learning styles.

Environmental Accommodations

- Provide students with seating that accommodates their specific learning needs

Organizational Adaptations

- Set up a semi-circle seating arrangement before students arrive so that they can walk directly to their seats before the class commences. Ensure there is a clear path from the door to every seat to accommodate students with visual impairments or physical disabilities.

Instructional Accommodations

- During the movement portion of the Multimodal Pitch Interpretation activity, gestures will be adjusted based on students' physical abilities so that learning is inclusive and accessible.