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

Main vocabulary: The main vocabulary in this lesson is timbre. Timbre-the special sound of each instrument or voice.

Anticipatory Set:

Instructional Delivery:

Activity

Closure

Lesson 9

Main vocabulary

Anticipatory Set

Instructional Delivery

Activity

Closure