Pentatonic Melody Composition

Teacher: Segletes	Class/Course: General Music	Grade Level: 6

A. National Music Standards (indicate which standards are associated with this lesson)
- **MU:Cr3.1.T.Ia:** Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
- **MU:Cr2.1.6b:** Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas.
- **MU:Pr4.2.6b:** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.
- **MU:Re7.2.T.Ia:** Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

B. List your state standards that are addressed in this lesson
- **9.1.8.A:** Know and use the musical principal of composition to create works in the arts and humanities
- **9.1.8.J:** Incorporate specific uses of contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.

C. Indicate the TI:ME Technology Areas of Competency that are addressed in this lesson
https://ti-me.org/index.php/home/tapsu.html

1. Computer Music Notation
2. Productivity Tools, Classroom and Lab Resources

D. Objective(s): as a result of this lesson students will know and/or be able to…

1. Learners will compose a 4 measure melody using the pentatonic collection. (MU:CR2.1.6b, 9.1.8.A)

2. Learners will analyze their peer's composition and explain how the pitches, rhythms, and structure either support or detract from the melody. (MU:Pr4.2.6b, MU:Re7.2.T.Ia)

3. Learners will demonstrate use of computer music notation to share their musical ideas. (9.1.8.J)

4. Learners will revise their melody based on peer feedback. (MU:Cr3.1.T.Ia)

E. Required Prior Knowledge and Skills:
What must the students know or have experienced prior to this lesson?
- Learners have been introduced to and are familiar with NFL.
- Learners have completed the Kodaly sequence for quarter, eighth, and sixteenth note rhythms.
- Learners have provided peer feedback in this class setting previously.
- Learners were introduced to the concepts of leaps, steps, skips, and the C pentatonic collection previously

F. Materials, Repertoire, Equipment needed:

What materials do you need to accomplish this lesson?
- Internet Connected Devices with access to Noteflight Learn.

G. Modifications/ Accommodations:

(for example: peer partners, visuals, preferential seating, frequent individual check-in)
- Preferential Seating
- Teacher Selected Groupings
- Individual Check-ins
- Length Reductions
- Deadline Extensions

H. Assignments:

What must the students do after the class in preparation for the next class?
- Learners must submit their revised 4 measure melodies prior to the following class.

I. Evaluation

CATEGORY	5	4	3	R - Redo
Composition	Learner follows all 5 melody composition rules throughout their final composition.	Learner follows melody composition rules at least 75 % of the time in their final composition.	Learner follows melody composition rules at least 50 % of the time in their final composition.	Learner follows melody composition rules less than 50 % of the time in their final composition.
Feedback	Learner provides constructive, accurate feedback to support their peer\'s composition. They use Noteflight tools to clearly communicate this feedback.	Learner provides constructive feedback to support their peer\'s composition. They use Noteflight tools to communicate this feedback.	Learner provides feedback that relates to their peer\'s composition. It may sometimes be unclear and require additional explanation.	No feedback provided or the feedback provided is off-task or entirely subjective.

J. Lesson Sequence

(indicate the sequence of activities and the estimated time of each; include and screen shots and hyperlinks that you will reference in the lesson)

Activity 1: Warm-Up (10 minutes)
1. Learners will complete the Melody Assessment (Figure 1) activity template based on the concepts from the last class meeting. Learners will work individually for the first 5 minutes and then may work with a neighbor for the remaining time.

Activity 2: Melody Composition (15 minutes)
1. Learners will use the Draft Melody (Figure 2) activity template to create a 4 measure melody. This melody should meet the following requirements: use only the C Pentatonic Collection, Start and End on

C, Use only quarter, eighth, and sixteenth notes, have a variety of pitches and rhythms, and use no leaps.
2. Learners who finish early should begin another draft melody.

Activity 3: Peer Review (25 minutes)
1. Learners will find their assigned partner and sit next to them. They should then share their draft melody with their partner in Noteflight.
2. Each partner should review their partner's draft melody for the elements that should and should not be included in the melody. Using color and/or annotation, identify strengths of your partner's melody and weaknesses.
3. When both of you are finished review your partners comments and discuss how to implement changes or discuss disagreements.

Activity 4: Revise (20 minutes)
1. Use the remaining time to revise your melody. If you have extra time, create another draft melody and get feedback from a peer of choice.

Figure 1

Melody Assessment

Look through each example melody for the following things:
1. Pitches not in the Pentatonic Collection (make the note red)
2. Melodic Skips (make both notes blue)
3. Melodic Leaps (make both notes orange)

Be on the lookout for all three things, but each example may not have all three. The first one is done for you as an example.

Figure 2

Draft Melody

(Subtitle)

(Lyricist)

(Composer)

Create a 4 measure melody using the following restrictions:
- Use only pitches in the C Pentatonic Collection
- Use only quarter, eighth, and sixteenth notes
- Start and end your melody on C
- Do not use leaps
- Make sure to use a variety of pitches and rhythms

♩=120