

ELEMENTS OF MUSIC

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Topic Elements of music	SUBJECT OWN SKILLS: Pupils will be able to:
Subject: Music	TRANSFERABLE SKILLS:
Level 4th ESO	<ul style="list-style-type: none"> • COMMUNICATIVE SKILLS (LINGUSITIC AND AUDIOVISUAL; ARTISTIC AND CULTURAL) Pupils will be able to....
Timing: 13 lessons	<ul style="list-style-type: none"> - Understand the general meaning of a text written or listened. - Relate observations, explanations and thoughts about elements of the music. - Reflect on how the language functions and how to use the communicative resources specific of the music subject as well as use language as object of observation and analysis. - Use the musical language as a linguistic code of communication. • METHODOLOGICAL SKILLS: Pupils will be able to.... <ul style="list-style-type: none"> - <i>Handle information and digital competence:</i> <ul style="list-style-type: none"> - Access and communicate information about elements of the music using different support systems including ICT tools to learn. - Transform information into knowledge. - <i>Learning how to learn</i> <ul style="list-style-type: none"> - develop strategies to understand the content - make use of guidance (the group is important to reach the goal) • PERSONAL SKILLS: Pupils will be able to... <ul style="list-style-type: none"> - <i>Autonomy, initiative, and decision taking</i> <ul style="list-style-type: none"> - Create, initiate, develop and assess individual or collective activities with responsibility, confidence and critical thinking.

Aims	Resources
<ul style="list-style-type: none"> ✓ To be aware that the music is composed of different elements. ✓ To make students listen to the music in an active way. ✓ To create an artistic product as a group ✓ To enhance oral interaction in English about music issues. 	<ul style="list-style-type: none"> ✓ Audio ✓ Internet ✓ Power Point presentation ✓ Piano or any harmonic instrument
TEACHING OBJECTIVES	LEARNING OUTCOMES
A. CONTENT	A. CONTENT
<p>-Music is made of elements.</p> <p>-Study and analyse elements of the music Melody, Harmony, Rhythm, Timbre, Texture, Dynamics.</p> <p>-Study of the content (genres) and form of the music.</p>	<p>- <i>Pupils will be able to:</i></p> <p>-Identify that music is a language made of different elements.</p> <p>-Identify the different elements through a piece of music or a score.</p> <p>-Classify, and describe the different elements of music and its features.</p> <p>-Analyse the music according to its form.</p> <p>-Identify and classify the different genres in music.</p>

B. COGNITION	B. COGNITION
<p><i>To offer opportunities for pupils to:</i></p> <ul style="list-style-type: none"> - understand and analyse the key concepts (elements of the music, genre and form) and apply them in different contexts -access information using ICT. - work in collaboration and autonomously. -perform a composition. -prepare a presentation using different tools and developing different strategies. 	<p><i>Pupils will be able to:</i></p> <ul style="list-style-type: none"> -remember and understand the different elements of the music, form and genre. -identify elements of music through listening and noting symbols on a score and through visuals. -analyse the features of a composition based on the elements. -successfully engage in visual matching between concepts and images. - find, read and process specific information from different resources including internet -work autonomously -interpret a score using language vocabulary. -give explanations through a presentation.
C. COMMUNICATION	
<p>Language OF learning:</p> <ul style="list-style-type: none"> -To review vocabulary and introduce new words and expressions related to the elements of the music: melody,(range, contour, phrase, cadence, interval) texture(polyphonic, monophonic, homophonic), timbre, name of the instruments, dynamics (piano, forte, crescendo, softness, loudness) rhythm (beat, measure..) <p>Language FOR learning:</p> <p><i>Language used when.</i></p> <ul style="list-style-type: none"> -Defining concepts -Questioning and answering -Giving instructions -Making an essay and a presentation. 	

Structures

- ✓ Used when introducing the topics: *What is music made of?, what is music made for?(function)*
- ✓ Used when defining (comparatives): *Piano dynamics is softer than mf. Forte dynamics is louder than mf.*
- ✓ Used when making an essay

Introducing: <i>Let's start with... To begin with, let's look at</i>
Defining: <i>We can define melody as, When..... is called melody, Melody refers to</i>
Describing features: <i>There are some types of melody according to its.... A melody's range is.... This kind of melody is called...</i>
Changing of topic or idea <i>Having looked at...., We would now like to move on to... We would like to focus on...</i>
Impersonal points of view : <i>It is often said that.....A common opinion is that.....A popular belief is that..... It is generally accepted that....</i>
Personal opinions: <i>My personal view is that.... It seems to me that....I tend to believe that... In my opinion... for my understanding...</i>
Generalising: <i>Generally speaking...; On the whole, ...;tends.....; Typically,...; By and large...; may/might/could.....; Often/frequently/sometimes/usually ...;</i>
Explaining opinions <i>What this means is...;In other words,...;That is to say....;To be more precise...;In fact,....;</i>
Explaining through examples <i>For example,...; For instance,...;A good illustration of this is...</i>
<i>We can see this when....</i>
Cause and effect <i>One reason for this is....;As a result,...This has led to....</i>
Concluding <i>To summarise...;In conclusion...;</i>

- ✓ Used when making the presentation:

1.Introduction		
1.1	Say your name Explain what you are going to talk about.. <i>Good morning everyone. My name is ... and in my presentation today, I'm going to describe.....</i>	
1.2	Summarise the content: <i>To begin with, I'll introduce the concept...I'd then like to.... Before finishing with a demonstration of some examples.</i>	
1.3	Answering questions: <i>If you have any question, I'll be happy to answer them at the end. If you have any questions, please feel free to ask during my presentation.</i>	
2.Core		
2.1	Explain the main ideas of your speech: definition of the element, features, examples (you can use the structures given before)	
2.2	Link phrases: <i>Let's start by looking at...Firstly...; Next, I would like to look at.. In the final part of my presentation, I'd like to...</i>	
3.Conclusion		
3.1	Concluding: <i>So, to sum up, we have looked at....and then... In conclusion</i>	
3.2	Ending: <i>That concludes my presentation. Are there any questions? Thank you very much for listening.</i>	

Language THROUGH learning:

Language that emerges when:

- .completing tasks
- .creating the presentation.
- .reading texts.
- .giving the explanations.
- .listening to the vocal music.

D. CULTURE

Pupils will be able to.

- be aware of the existence of different styles in music according to audience, different countries...
- be aware of the different use of the elements in music according to the different cultures (rhythm in Africa etc.)
- respect different ways of understanding the music.
- be aware of different forms of classification according to the country.
- work in collaboration respecting other's points of view.

ASSESSMENT CRITERIA:

Pupils should be able to:

- ✓ Identify the elements of the music in a composition (given an excerpt of music a score or a definition).
- ✓ Select information from the internet and other resources, process it and explain to the other students through a presentation (see grids below).
- ✓ Perform a rhythm in groups.
- ✓ Work in group respecting different points of view.

Weight of the activities:

Activities and description of the assessment	Points
Activities 1-2.. Teacher collects answers from students and correct.	/5
During the explanations of different elements, teacher takes notes about their attitude, participation when listening or working individually.	/5
Activities 3. Teacher takes notes about student's progress when performing the text with the nuances. Students deliver to the teacher complete texts with written symbols.	/10
Activity 4-5. Teacher checks word search and examples of music given by students.	/10
Activity 6-8. Teacher collects their activities to check understanding.	/15
Activity 9a) Teacher collects their compositions. Assess following criteria in table below	/20
Activity 9b) Teacher listens to the different presentations and takes notes in table b) below. Teacher considers their peer assessment and self-assessment	/20
Activity 10. Teacher collects their activities.	/5
Activities 11-12-14 Teacher takes notes when questioning different students the answers of the activity and collects the activities.	/10
TOTAL	/100

Guide to assess **Activity 9****A) writing essay**

Element of music:	
CRITERIA	POINTS
Content (75%)	
Selection of the information	/15
Processing and elaborating information	/15
Creativity	/10
Use of key vocabulary specific in the topic	/20
Use of visuals and musical support	/15
Form (25%)	
Complete sentences, paragraphs, punctuation ...	/5
Communicative ability: message clear and logical, vocabulary and linking words appropriate	/10
Accuracy: structures and spelling	/10
TOTAL	/100

b) oral presentations

CRITERIA:	POINTS:
1. Individual	
- Participation in research and group work during the preparation	/10
- Delivery: pronunciation, articulation, voice projection and interaction during the presentation.	/20
CRITERIA	POINTS
2. Group	
SUBJECT	
Quality of the content and preparation for the presentation	/20
Organization/structure and coordination of the presentation	/10
Quality of visual aids	/10
Quality of musical support	/10
Appropriateness of the vocabulary	/10
Global quality of group delivery during the presentation	/10
TOTAL:	/100