

ELEMENTS OF MUSIC

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Teaching notes:

All musical excerpts given are just examples to illustrate the different concepts but they can be switched if the teacher considers it appropriate.

- 1-** **Warm up:** Power Point presentation to introduce the topic (slides 1, 2, 3, 4). In slides 2 and 3 teachers can ask students to think about other examples where the whole piece is made of different elements such as a meal made of ingredients, etc. This can be an opportunity to provide them with more vocabulary in different areas different from music and closer to their lives.
- 2-** The students have activity sheets. **Activity 1** (to introduce Melody, Harmony and Rhythm). Slide 5 shows visuals of instruments in case they do not remember. Since the music contains lyrics, the teacher can propose that students look for them on the internet and guess the meaning of the song.
- 3-** From this moment the teacher can start working in depth with every element of music. Firstly with melody and harmony. The teacher presents the score in slide 6 and asks the students to guess which part is the **melody** and which the **harmony**. They can even play both parts (separately or together). Then the teacher can give the information provided in the slide.
- 4-** When explaining **rhythm** (slide 7), the teacher divides the class into 4 groups to perform the polyrhythm. When explaining musical **texture** the teacher can ask 'why?' about the terms *monophonic*, *polyphonic* and *homophonic* (meaning single, different and same sound respectively). The visuals can help.
- 5-** Having explained the differences between the different types of texture the students then do **Activity 2** (slide 8) to check their understanding.
- 6-** Provide information about **dynamics** (notice that in the slide 9 the students will be asked for some concepts such as the meaning of the symbols *mp*, *mf* or *decresc* and *cresc.*) then go to **Activity 3** (which is on a different sheet, see *Supplementary material: Dynamics text*). They can work in pairs, or there is an option for volunteers to perform in front of the whole class.
- 7-** The students brainstorm different families of instruments (brass, woodwinds, percussions and strings). The teacher compiles a list on the board before asking which visual matches which family. Raise awareness of different classification outside Spain. Then do **Activity 4 and 5** (they will need to go to the computer class to work on the internet to find information, music and make the word search). Once they finish, the teacher will correct and compile all the word searches to make photocopies for all the students in order that they can solve the word searches of their partners. The activity finishes when all the groups have shown their different examples of music containing these instruments.

- 8- Activity 6, 7 and 8** (slides 11, 12, 13 and 14). This is a revision of all elements.
- 9- Activity 9:** Students do the Web quest (located in *Supplementary material*) and prepare the final oral presentation. Each group works on a different element. They are provided with some material (resources, vocabulary to work on, phrases, frames) to be found in *Supplementary material*. When they are doing the oral presentation the other groups will assess the different presentations of their partners and themselves (see grid *Supplementary material*).
- 10-** The purpose of **Activity 10** is to check if they have understood what the other groups have been presenting. It is a kind of Jigsaw because the groups have to be different and composed by members from different “Expert groups”. So that in every new group there has to be a student who has been working on melody, another who has been working on harmony, etc.
- 11-** Slides 16-17-18-19. Explanation about form and content. Notice that again the comparison is made with buildings but can be extended to other fields.
- 12-** They do the **Activities 11-14** to check their understanding. In activity 11 and 12 the teacher can ask the students about the instruments that are performed in the examples or the kind of voices, in order to make sure that they are listening to the music in an active way. Answers to the activity 14 are in slide 20.

Timing:13 hours

Step	Time
1-5	2 hour.
6-7	3 hours
8	1 hour
9-10	5 hours
11-12	2 hours