

MUE
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The Structural Alignment of Basal Musical Concepts Form

The structural alignment of basal Musical concepts (Simple Definitions) with selected components of the Kentucky Core Content for Assessment. More specifically, students will:

1. Thoroughly review each of the following musical concepts and their respective definitions
2. Thoroughly review the selected components of the Kentucky Core Content for Assessment
3. Determine an appropriate element of the Core Content for which an activity would be used to reinforce the concepts explored in that Core Content Element, for each Musical concept
4. Provide information and descriptions of the Core Content Element and explain the implemented Musical concept alignment

<i>Musical Definition</i>	<i>Core Content Reinforcement Element</i>	<i>Description of Alignment</i>
<i>Music</i> is defined as <i>organized sound</i>	Science-4-4-DOK 2-SC-P-1.2.5 Students will produce simple description of the concept of sound	In this lesson, students will explore how sound is produced. It can be explained that this is also how music is produced since music is nothing more than organized sound.
<i>Pitch</i> - the high and low aspects of sound.	6.NS.C.55. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g. temperature) use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	Just like numbers can be positive or negative, or high or low in some cases, the pitch in music can be high or low.
<i>Duration</i> - the varying lengths of sound.	1.MD.A.1 Order three objects by length, compare the lengths of two objects indirectly by using a third object.	Comparing items with other by length can be compared to ordering various songs by their length of time or duration.
<i>Loudness</i> - the loud and soft aspects of sound	AH.1.13 Students make sense of ideas and communicate ideas with the visual arts	In this lesson I would have the students make a collage with loud and soft colors to

	and be actively involved in selecting media, techniques, and processes for creating artworks applying the elements of art and principles of design	show that even colors as well as sound can have a loudness, with loud and soft aspects in them.
Timbre - the quality of specific sounds	SC.3.1.15.1 Classify animals into major groups according to their physical characteristics and behaviors.	The lesson for this would involve explaining to students that classifying animals by characteristics can involve classifying them by the sounds that they make which is Timbre.
Melody - the succession of pitches in a song, expressing a complete musical idea	CCS.ELA/LITERACY. L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	When teaching the parts of speech I would tell the students it's like melody, in which the succession of pitches in a song, expressing a complete musical idea, where different parts of speech is making up one complete sentence so I would have them write their own melody which would include the parts of speech.
Contour - the shape resulting from pitch movement.	K.G.A.3 Identify shapes as two-dimensional or three-dimensional	Teaching children the different shapes can be correlated to the fact that pitch movement in music creates shape just like their pencils or fingers moving in a certain way creates a shape.
Legato - connected sounds	6.NS.C.8 8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	When plotting on a graph some of the plots are separated and some are connected just like staccato and legato which are connected and separated I would then have them determine if some are connected and if some of the plots are separated.
Staccato - separated and detached sounds.	6.NS.C.8 8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and	When teaching the students about plotting on a graph I would tell the students that some of the plots are separated and some are

	absolute value to find distances between points with the same first coordinate or the same second coordinate.	connected just like staccato and legato which are connected and separated I would then have them determine if some are connected and if some of the plots are separated.
Texture - a sound pattern that describes whether sounds are heard at one time, or more than one at a time.	VA.K.PR.1 Creates artworks based on personal experiences and selected themes..Creates artworks emphasizing one or more elements of art (e.g. color, line, shape, form, texture)	In this lesson, students would explore various methods of adding texture to a piece of art work. I would compare these visual/tactile textures with that of the texture of sound when layered together.
Unison - all children sing the same pitch at the same time.	PL-P-LPW-U-1: physical activity provides opportunities for social interaction, challenges and fun.	I would let the students know that when they play together as a team that they are much like when they sing at the same time in unison to create something beautiful together.
Accompaniment - supporting parts which accompany the melody, usually played on the autoharp, bells, etc.	SC.K.L.14.1 Recognize the five senses and related body parts.	This lesson would involve teaching students that the parts of the body all work together and support each other's functions just like supporting parts of music that accompany the melody.
Melody plus Melody - Two or more melodies heard at the same time	RL.K.10 10. Actively engage in group reading activities with purpose and understanding.	Choral reading, when making the students read a book together I would tell them that, that is what singers do when they have two or more melodies that are heard at the same time, the book joyful noise, is a good book to demonstrate this.
Harmony - Several different pitches sounding at the same time.	1.MD.C.4. Organize, represent, and interpret data with up to three categories.	Organizing data in multiple categories is like organizing music to make a song by adding different pitches at the same time.
Tonality - Typically establishes a prominent pitch around which all other pitches tend to	3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other	North and south pole of magnet, and how the magnets works I would tell them it is like tonality which typically establishes a prominent pitch

gravitate.		around which all other pitches tend to gravitate, which all medals tend to gravitate towards the magnet, so I would have them practice this with a magnet.
Tonic - the home tone or prominent pitch center. Usually the first and last pitch in simple songs.	CCSS.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1	In this lesson students will read various poems, including Haikus which have 5 syllables on both the end and the beginning. I would then relate this back to the fact that the prominent pitch in a song is usually the first and the last pitch of the song.
Rhythm - the ebb and flow in music	SS.G.2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations/identify major landforms (e.g., continents, mountain ranges) and major bodies of water (e.g., oceans, rivers)	This lesson will entail teaching the students about various bodies of water and how each kind has a different ebb and flow to the water just like the rhythm in a song. Students will listen to bodies of water and decipher if there is a rhythm to the noise they make.
Tempo - the fast and slow aspects of rhythm.	4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object	Students would work on using formulas to find the speeds of objects, I would point out to students that the speed of a song is called the tempo.
Accelerando - gradually gaining momentum and speed.	4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object	I would add on that when something is speeding up it is much like a song speeding up which is the accelerando.
Ritardando - gradually losing momentum and speed.	4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object	Likewise, when something loses speed, it is much like a song which is slowing town in tempo which is called Ritardando.
Rhythm Pattern - the succession of long and short durations.	3.OA.D.9 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.	Identifying patterns in math correlates to finding the rhythm patterns in music.

<p>Form- how the segments of musical selections combine to create a whole.</p>	<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>Just like different parts of music come together to make a whole song, different parts of a book combine to make a whole</p>
<p>Introduction- a short section that precedes the main musical ideas.</p>	<p>W.K.1 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p>	<p>Students will work on introductions to their writing pieces. Just like in music, the introduction is important to portray the main idea of what is trying to be communicated.</p>
<p>Phrase-small musical statements, much like sentences.</p>	<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p>	<p>During this lesson, I would have children tell me some of their favorite lyrics from songs that appeal to their senses or emotions. I would then link this to an explanation of how these phrases are just like the phrases in poetry which can also evoke feelings and appeal to their senses.</p>
<p>Contrast- the ways in which some phrases differ from others._</p>	<p>3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms</p>	<p>When discussing groups of animal, some are different breeds they are contrasted with one another like the reptile family. Humans and elephants are both mammals but they are contrasted with one another just like in a musical concept of contrast which is the ways in which some phrases differ from others.</p>