

# Melodic Contour Mapping Mini-Unit

**Grades: 3/4**

**Curriculum Expectations:**

## Music

**Grade 3 C1.5** demonstrate an understanding of standard and non-traditional musical notation (*e.g. design melody maps based on the direction of the melody*)

**C2.1** express personal responses to musical performances in a variety of ways (*e.g. create a graphic or text response*)

**Grade 4 C1.5** demonstrate an understanding of musical signs and standard notation on the five-line staff, and use devised notation to record the sequence of sounds in a composition of their own (*e.g. create a melody map using their own symbols*)

**C2.1** express detailed personal responses to musical performances in a variety of ways (*e.g. respond by drawing, using visual organizers*)

## Visual Arts

**Grade 3 D1.2** demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic

**Grade 4 D1.2** demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic

**Culminating Task:** To create a visual depiction of the melodic line of *Ihme ja kumma*.

**Guiding Question:** If someone asked us what the melody of *Ihme ja kumma* looked like, what picture would we draw for them?

## **Instruction:**

(Students enjoy greater success in these activities if they are already familiar with both beginning melody mapping skills and the song *Ihme ja kumma*.)

**Lesson 1)** Reinforcing the way melody moves using known songs and *Ihme ja kumma*

- Using 'elevators' (hand in a C-shape) students follow the highs and lows of a tune. Practice with simple known songs such as Twinkle, Twinkle and Happy Birthday.
- Refresh knowledge of the song *Ihme ja kumma* by together singing one verse and chorus of the song. Students listen for the highs and the lows.
- Students practice *Ihme ja kumma* using elevators.
- Reinforce this high/low shape
  - A finger becomes an imaginary marker, choose a colour! Draw the melody in the air together.
  - Students find a wall and leave imaginary melody map graffiti!
  - Students use an imaginary piece of chalk draw the map in the air or on their bodies as the teacher draws it on the board (Smartboard, whiteboard) making conscious the visual line of the melody.
  - Students trace the melody map on the board with chalk, a pointer, or their fingers.

**Lesson 2)** Recreating the map students discovered last class using personal whiteboards

- Lead the students phrase by phrase to draw one verse and chorus of *Ihme ja kumma* on their whiteboards.
- Reinforce this shape
  - Students retrace their map with their markers, lids of markers, fingers.
  - Boards are passed and students trace someone else's map as the song is sung. Pass again!
  - Erase the board they end up, students create a final draft of the map for today.

**Lesson 3)** Transferring the map to paper

- As the class sings, students draw their map of *Ihme ja kumma* on their whiteboards.
- This is the rough copy of their melody map and must be checked by the teacher in order to proceed.
- Students next move to pencil and paper. Using their approved whiteboard rough draft they create their map on paper.

**Lesson 4)** Lyric study to inform the illustration of the maps

- Students look at a translation of *Ihme ja kumma* and Think/Pair/Share images that come to their minds.
- Make conscious the themes of nature in this piece.
- Teacher prompts: “Take a look at your map on paper. If this were a real map, what might your line represent? How could your line represent something natural from the song?” Ex. river, mountains, hills, a road outstretched. “Your melody map may become one of these things. Your map must remain clearly visible and you must be able to relate all the illustrations in your map to the song *Ihme ja kumma*.”

**Lesson 5)** Melody map work day

**Lesson 6)** Map Presentations

- Students give a brief presentation of the imagery used, what they turned their melody maps into and why these pictures were chosen. Answers must be related to the lyrics of the song.

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Self Directed Melody Map</b>	The student demonstrates a limited understanding of how to map the highs and lows of a melody.	The student demonstrates a partial understanding of how to map the highs and lows of a melody.	The student demonstrates an acceptable understanding of how to map the highs and lows of a melody.	The student demonstrates a thorough understanding of how to map the highs and lows of a melody.
<b>Final Melody Map</b>	The melodic line on the student’s final copy is not clearly laid out.	The melodic line on the student’s final copy is partially apparent.	The melodic line on the student’s final copy is suitably laid out and displayed in an attractive way.	The melodic line on the student’s final copy is clearly laid out and displayed in a creative an attractive way.
<b>Presentation</b>	The student demonstrates a vague understanding of the song lyrics when explaining the relationship between his/her map illustrations and the text.	The student demonstrates a disconnected understanding of the song lyrics when explaining the relationship between his/her map illustrations and the text.	The student demonstrates a sufficient understanding of the song lyrics when explaining the relationship between his/her map illustrations and the text.	The student demonstrates an in depth understanding of the song lyrics when explaining the relationship between his/her map illustrations and the text.

**Evaluation Comments:**

The short forms present in the comments below are compatible with the report card program Trillium Web Elementary Achievement.

**Level 4**

In our unit on melody, \*N\* (Name) created a melody map of the Finnish folk song *Ihme ja kumma*. \*4\* (He/She) demonstrated a thorough understanding of how to map the highs and lows of a melody and an in depth awareness of the song lyrics when explaining the relationship between \*2\* (his/her) map illustrations and the text.

**Level 3**

In our unit on melody, \*N\* (Name) created a melody map of the Finnish folk song *Ihme ja kumma*. \*4\* (He/She) demonstrated an acceptable understanding of how to map the highs and lows of a melody and a sufficient awareness of the song lyrics when explaining the relationship between \*2\* (his/her) map illustrations to the text.

**Level 2**

In our unit on melody, \*N\* (Name) created a melody map of the Finnish folk song *Ihme ja kumma*. \*4\* (He/She) demonstrated a partial understanding of how to map the highs and lows of a melody and a disconnected awareness of the song lyrics when explaining the relationship between \*2\* (his/her) map illustrations to the text.

**Level 1**

In our unit on melody, \*N\* (Name) created a melody map of the Finnish folk song *Ihme ja kumma*. \*4\* (He/She) demonstrated a limited understanding of how to map the highs and lows of a melody and an in vague awareness of the song lyrics when explaining the relation of \*2\* (his/her) map illustrations to the text.