

# Analyzing and Responding to Elements of Music

Grades: 5/6

Curriculum Expectations:

## Music

**Grade 5 C2.1** express detailed personal responses to musical performances in a variety of ways

**C2.2** identify the elements of music in the music they perform, listen to, and create, and describe how they are used

**Teacher prompts:** "How might we describe the mood of this piece? Why?"

**Grade 6 C2.1** express detailed personal responses to musical performances in a variety of ways (*e.g. create a drawing or graphic representation of their initial reaction to a song*) **Teacher prompts:** "What do you think is the mood of this piece and how is it created?" "Using musical terms, how would you describe the overall form and effect of the music?"

**C2.2** identify the elements of music in the repertoire they perform, listen to, and create, and describe how they are used

## Language Arts - Writing

**Grade 5 1.1** identify the topic, purpose, and audience for a variety of writing forms

**2.2** establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences (*e.g. a serious tone in a letter to the editor, a humorous tone in a letter to a friend*)

**2.3** use some vivid and/or figurative language and innovative expressions to add interest

**Grade 6 1.1** identify the topic, purpose, and audience for a variety of writing forms

**2.2** establish a distinctive voice in their writing appropriate to the subject and audience (*e.g., use punctuation, dialogue, and vivid language to create a particular mood or tone*)

**2.3** use some vivid and/or figurative language and innovative expressions to enhance interest

## Visual Arts

**Grade 5 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

**Grade 6 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 *Ihme ja kumma* based on an analysis of the elements of music in this song.

**Guiding Question:** If you were asked to create an illustration of where you imagine *Ihme ja kumma* taking place, how would the elements of music in this piece influence your picture?

**Instruction:**

(Students will enjoy greater success in these activities if they are already familiar with *Ihme ja kumma* and the elements of music.)

**Lesson 1)** Refreshing students' knowledge of the elements of music

- Students create a 3D graphic organizer in which to write information about the elements of music.



- Taking a square piece of paper, students fold the paper diagonally in both directions. Open the paper.
- Each corner of the square is folded in to the centre point of the paper created by the folds.
- These triangles remain closed.
- Repeat with another piece of paper.
- Glue the back sides of both papers together leaving the flaps free on the outside.
- On the front of each triangle flap students write the following headings: rhythm, melody, harmony/texture, timbre, tempo, dynamics, lyrics/text
- On the back side of each triangle flap students write a formal definition of each element accompanied with examples.

**Lesson 2)** Analyzing the elements of music in *Ihme ja kumma*

- While playing the CD of *Ihme ja kumma* students listen for how each element of music is manipulated in this piece.
- Students record their findings under the corresponding flap of their graphic organizer.
- A written translation of the text will need to be presented in order to allow students to analyze the lyrics.
- When they are finished, students will have a graphic organizer that will contain three types of information: the names of the elements of music, the definitions of these elements, and their analysis of how these elements are used in *Ihme ja kumma*.

**Lesson 3)** Responding to analysis with a work of art

- Using images influenced by their analysis, students create a postcard of a place they believe *Ihme ja kumma* could take place.

**Lesson 4)** Responding to analysis with creative writing

- Students write a message on the back of their postcard from the point of view of someone on vacation. They write why they are or are not enjoying their vacation in this place.

**Lesson 5)** Postcard Presentations

- Students give a brief presentation reading their postcard, sharing the illustrations they created and relating these illustrations to the elements of music they observed in *Ihme ja kumma*.

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Analysis and Understanding</b> Written analysis on the graphic organizer	The student demonstrates a limited understanding of the elements of music and how they are manipulated in <i>Ihme ja kumma</i> .	The student demonstrates a partial understanding of the elements of music and how they are manipulated in <i>Ihme ja kumma</i> .	The student demonstrates an acceptable understanding of the elements of music and how they are manipulated in <i>Ihme ja kumma</i> .	The student demonstrates a thorough understanding of the elements of music and how they are manipulated in <i>Ihme ja kumma</i> .
<b>Visual Art Response</b> Postcard Illustration	The student's postcard illustration expresses a basic response to the music and simplistically uses principals of design to create a piece of art.	The student's postcard illustration expresses some personal response to the music and partially uses principals of design to create a piece of art.	The student's postcard illustration suitably expresses a personal response to the music and sufficiently uses principals of design to create a narrative artwork.	The student's postcard illustration expresses a detailed personal response to the music and effectively uses principals of design to create a narrative artwork.
<b>Creative Writing</b> Postcard Message	The student's postcard does not use the appropriate voice for this form. Language used is simplistic.	The student's postcard does not use the appropriate voice for this form and uses language that is disjointed.	The student's postcard uses the appropriate voice for this form and makes use of some vivid and/or figurative language.	The student's postcard uses the appropriate voice for this form and adds interest through the use of vivid and/or figurative language.
<b>Presentation</b>	The student makes vague and illogical associations between the illustrations in his/her postcard and his/her analysis of the elements of music in <i>Ihme ja kumma</i> .	The student makes disconnected associations connections between the illustrations in his/her postcard and his/her analysis of the elements of music in <i>Ihme ja kumma</i> .	The student makes sufficient associations between the illustrations in his/her postcard and his/her analysis of the elements of music in <i>Ihme ja kumma</i> .	The student makes clear and logical associations between the illustrations in his/her postcard and his/her analysis of the elements of music in <i>Ihme ja kumma</i> .

**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 the elements of music, \*N\* (Name) demonstrated a thorough understanding of these elements and how they are manipulated in the Finnish folk song *Ihme ja kumma*. \*4\* (He/She) responded to this piece by creating a postcard that made clear associations between the illustrations in \*2\* (his/her) artwork and analysis of the music.

**Level 3**

In our unit on the elements of music, \*N\* (Name) demonstrated an acceptable understanding of these elements and how they are manipulated in the Finnish folk song *Ihme ja kumma*. \*4\* (He/She) responded to this piece by creating a postcard that made sufficient associations between the illustrations in \*2\* (his/her) artwork and analysis of the music.

**Level 2**

In our unit on the elements of music, \*N\* (Name) demonstrated a partial understanding of these elements and how they are manipulated in the Finnish folk song *Ihme ja kumma*. \*4\* (He/She) responded to this piece by creating a postcard that made disconnected associations between the illustrations in \*2\* (his/her) artwork and analysis of the music.

**Level 1**

In our unit on the elements of music, \*N\* (Name) demonstrated a limited understanding of these elements and how they are manipulated in the Finnish folk song *Ihme ja kumma*. \*4\* (He/She) responded to this piece by creating a postcard that made vague and illogical associations between the illustrations in \*2\* (his/her) artwork and analysis of the music.