

# Analyzing and Manipulating the Elements of Music

Grade: 7/8

## Curriculum Expectations:

### Music

**Grade 7 C1.2** apply the elements of music when singing and/or playing, composing, and arranging music, using them for specific effects and clear purposes (*e.g. manipulate the rhythm or dynamics in a familiar piece to create an accompaniment for a media presentation*) **Teacher prompts:** "How will changing the tempo affect the mood of the piece?"

**C2.2** analyze, using musical terminology, ways in which the elements are used in the music that they perform, listen to, and create (*e.g. describe how the use of the various elements affects their response to the music*)

**Grade 8 C1.2** apply the elements of music through performing, composing, and arranging music for a specific effect or clear purpose

**C2.2** analyze, using musical terminology, ways in which the elements of music are used in various styles and genres they perform, listen to, and create **Teacher prompts:** "How did the composer use such musical elements as timbre, form, and dynamics to suggest certain images?"

### Language Arts - Writing

**Grade 7 1.4** sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data

**1.5** identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies

**1.6** determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary

**Grade 8 1.4** sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data

**1.5** identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies

**1.6** determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more planning and research if necessary


**Culminating Task:** Using *Finale 2008*, manipulate the elements of music in *Ihme ja kumma* to create a different effect.

**Guiding Question:** How does the use of the elements of music in *Ihme ja kumma* create a distinct mood or feeling?

## 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) Drawing conclusions from and summarizing the analysis**

- Using their analysis of the elements of music in *Ihme ja kumma*, students write a report on how the arranger manipulated the elements of music in this piece. In this report students include what images, moods or feelings the piece evokes and referring directly to their analysis, how these things are suggested.

**Lesson 4) Report Writing Continued**

**Lesson 5) Manipulating the elements of music**

- Using Finale 2008, students modify *Ihme ja kumma* by manipulating the elements of music.
- The Finale 2008 file “Ihme ja kumma - grade 7.8 project” can be downloaded by following the links on <http://www.woodstockfanshawesingers.ca/>
- Students can modify the timbre of the voice and instruments using the Instrument List, change dynamics using the Expression Tool, change rhythms or melody notes using the Simple Entry Tool and alter the piece in other ways using a variety of options available to them in Finale.

**Lesson 6) Preparing for Presentation**

- Students prepare for an oral presentation in which they will play their version of *Ihme ja kumma* for their class.
- In their presentation, students must clearly explain how they manipulated the elements of music and how their alterations change the images, moods or feelings the piece evokes.

**Lesson 7) Presentations**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Element Analysis Report</b>	The student demonstrates a limited understanding of how the elements of music are manipulated in <i>Ihme ja kumma</i> . The student makes vague and illogical connections between these manipulations and the mood of the piece.	The student demonstrates a partial understanding of how the elements of music are manipulated in <i>Ihme ja kumma</i> . The student makes disjointed connections between these manipulations and the mood of the piece.	The student demonstrates an acceptable understanding of how the elements of music are manipulated in <i>Ihme ja kumma</i> . The student makes sufficient connections between these manipulations and the mood of the piece.	The student demonstrates a thorough understanding of how the elements of music are manipulated in <i>Ihme ja kumma</i> . The student makes clear and logical connections between these manipulations and the mood of the piece.
<b>Manipulation of <i>Ihme ja kumma</i></b>	The student's manipulation of <i>Ihme ja kumma</i> demonstrates a limited understanding of how elements of music function. His/her changes create an inconsistent mood.	The student's manipulation of <i>Ihme ja kumma</i> demonstrates a partial understanding of how elements of music function. His/her changes periodically work together and create a non-distinct mood.	The student's manipulation of <i>Ihme ja kumma</i> demonstrates an acceptable understanding of how elements of music function. His/her changes work together suitably to create a distinct mood.	The student's manipulation of <i>Ihme ja kumma</i> demonstrates a thorough understanding of how elements of music function. His/her changes complement each other and create a distinct and consistent mood.
<b>Presentation</b>	The student describes the manipulations that he/she has made with little clarity. The student makes vague and illogical connections between his/her manipulations and how the mood of the piece is altered.	The student describes the manipulations that he/she has made with partial clarity. The student makes disjointed connections between his/her manipulations and how the mood of the piece is altered.	The student describes the manipulations that he/she has made with a suitable degree of clarity. The student makes sufficient connections between his/her manipulations and how the mood of the piece is altered.	The student describes the manipulations that he/she has made with a high degree of clarity. The student makes clear and logical connections between his/her manipulations and how the mood of the piece is altered.

**Evaluation Comments:**

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

**Level 4**

\*N\* (Name) analyzed the Finnish folk song *Ihme ja kumma* and demonstrated a thorough understanding of how the elements of music function in this song. Using a computer program, \*N\* manipulated these elements and created a version of the song in which \*2\* (his/her) changes produced a distinct and consistent mood. When explaining \*2\* (his/her) changes, \*N\* (Name) made clear and logical connections between \*2\* (his/her) manipulations and how the mood of the piece was altered.

**Level 3**

\*N\* (Name) analyzed the Finnish folk song *Ihme ja kumma* and demonstrated an acceptable understanding of how the elements of music function in this song. Using a computer program, \*N\* manipulated these elements and created a version of the song in which \*2\* (his/her) changes worked together to suitably produce a distinct mood. When explaining \*2\* (his/her) changes, \*N\* (Name) made sufficient connections between \*2\* (his/her) manipulations and how the mood of the piece was altered.

**Level 2**

\*N\* (Name) analyzed the Finnish folk song *Ihme ja kumma* and demonstrated a partial understanding of how the elements of music function in this song. Using a computer program, \*N\* manipulated these elements and created a version of the song in which \*2\* (his/her) changes produced a non-distinct mood. When explaining \*2\* (his/her) changes, \*N\* (Name) made disjointed connections between \*2\* (his/her) manipulations and how the mood of the piece was altered.

**Level 1**

\*N\* (Name) analyzed the Finnish folk song *Ihme ja kumma* and demonstrated a limited understanding of how the elements of music function in this song. Using a computer program, \*N\* manipulated these elements and created a version of the song in which \*2\* (his/her) changes created an inconsistent mood. When explaining \*2\* (his/her) changes, \*N\* (Name) made vague and illogical connections between \*2\* (his/her) manipulations and how the mood of the piece was altered.