

## **Music: What, Why & How Come?**

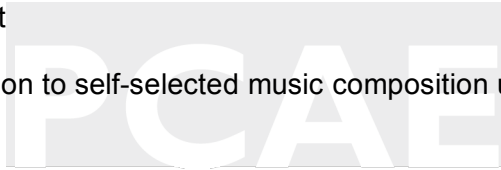
### **MN Middle School Artistic Interpretation Standard:**

#### **The student will:**

1. Understand how the following components of music are used to convey meaning:
  - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture and form
3. understand how the vocabulary of music is similar to and different from other arts areas, such as dance, theater, or visual arts
4. communicate a personal reaction to performances of original works, compositions, or interpretations and performances of existing music using the components of music

### **Classroom Level Learning Goals:**

1. Describe meaning, mood and theme of selected samples of musical compositions using the elements of music
2. Compare a self-selected music composition to a picture or sketch using the vocabulary of both music and visual arts
3. Create a personal reaction to a self-selected music composition by creating and explaining a visual representation of it
4. Explain a personal reaction to self-selected music composition using the vocabulary of music



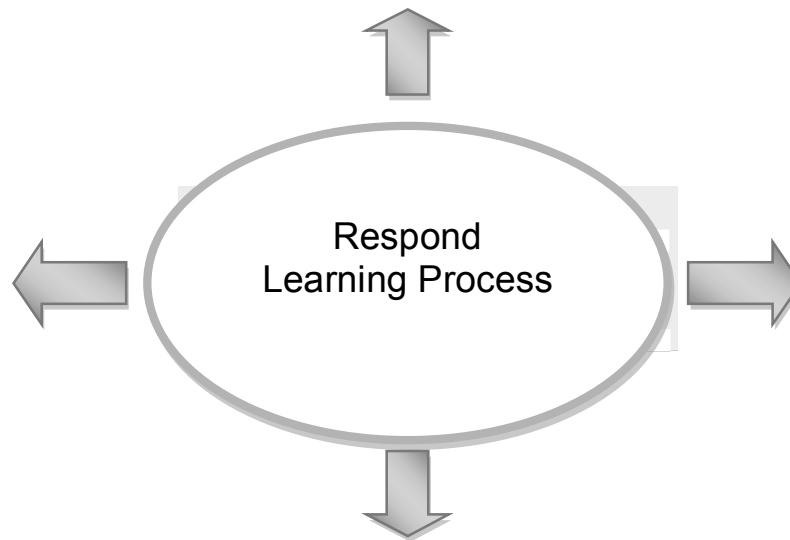
## Respond : Music: What, Why & How Come?

### The Students will:

1. Review elements of music by matching them with their descriptions using the two sheets, **Music Elements Matching Sheet** and **Music Elements Definition Sheet**, working first in pairs and then meeting with another pair to check correctness of their matches before gluing down definitions on **Music Elements Matching Sheet**
2. Listen to **short** selections of music and using **Short Selections Listening Sheet** identify the most significant element in each selection and what mood or meaning the element creates. Share first in pairs and then meet with another pair to discuss correctness of identification of elements and thoughts about mood or meaning
3. As individuals choose ONE of the short selections, listen to a longer section (2 to 3 minutes at most) of chosen short selection, and identify the three most significant elements in the longer selection. Describe the longer musical selection in terms of each element on the **Description of Longer Selection of Music** sheet

### The Students will:

12. Use explanation of theme, mood or message of composition to suggest a function or use for the music and justify their choice of function by describing aspects of the music (example: might serve well as a theme song for a television commercial advertising North Dakota as a summer vacation spot because rhythm sounds like someone riding horseback and so on). Record on **Music Composition Concept Map** in lower right hand circle
13. Write a brief personal response to the composition and explain using music vocabulary. Record on **Visual Representation of a Selected Music Composition** in lower left hand oval
14. Post their **Visual Representation of a Selected Music Composition**, selected picture and **Visual Representation of a Selected Music Composition** for larger group to view.



### The Students will:

4. Use the descriptions of the three significant elements to develop a short explanation of the musical intent of the composition (what was the listener is to think or feel or what response in the listener was the composer trying to elicit?) and record it in the small square on the lower right corner of the **Description of Longer Selection of Music** sheet
5. Listen to the chosen selection again (and as often as necessary) to create a visual representation that identifies and represents the musical changes and emphasis in the composition using the **Visual Representation of a Selected Music Composition** sheet
6. Meet with a partner and take turns sharing musical intent from **Description of Longer Selection of Music** and visual representation on **Visual Representation of a Selected Music Composition**. Ask partner if intent and visual representation are logical and accurately reflect the music composition. (Partner will need to listen to composition)
7. Make changes to intent and visual representation as necessary based on partner's feedback

### The Students will:

8. Use musical intent and visual representation (and elements from **Description of Longer Selection of Music** if they help) to develop a brief explanation of the theme, message or mood of the composition. Record in long oval at the top of the **Music Composition Concept Map**
9. Select a picture from those offered to show how the music "looks" visually
10. Write a brief explanation of how the three significant elements of the music composition are "seen" in the picture using the elements of music and the elements and principles of design in visual arts using the **Visual Arts Elements and Principles Help Sheet**. Record on the left side of the long rectangle in the middle of the **Music Composition Concept Map** sheet
11. Explain how the theme, mood or message of the music composition is comparable to the picture in the right side of the long rectangle in the middle of the **Music Composition Concept Map** sheet

**Music Elements Matching Sheet**

Directions: Cut apart the definitions on the *Music Elements Definition Sheet* and match them to the elements below. Do not glue the definitions until you are sure the elements and their definitions are correctly matched.

<b>Melody</b>	
<b>Rhythm</b>	
<b>Harmony</b>	
<b>Dynamics</b>	<b>PCAE</b>
<b>Tone Color</b>	
<b>Texture</b>	
<b>Form</b>	

From: *Engaging Students in the Arts: Creating, Performing and Responding* (Perpich Center for Arts Education, 2004)

**Music Elements Definition Sheet:**

(Note: Print this page only on a different color from the rest of this model tool)

Directions: Cut apart these definitions and match them to the elements on the *Music Elements Matching Sheet*. Do not glue down the definitions until you are sure they are correctly matched.

<p><b>Is the relationships and patterns of pitch (contour, intervals, register, and range)</b></p>
<p><b>Is the volume or intensity (static or changing levels of volume)</b></p>
<p><b>Is the vertical arrangement of pitches or the simultaneous sounding of pitches (chords, key, tonality, modulation)</b></p>
<p><b>Is the organization of musical events within the structure (same, different, verse, refrain, call and response, phrases, sections)</b></p>
<p><b>Is the timbre or quality of sound (vocal, instrumental, environmental)</b></p>
<p><b>Is the simultaneous combination of musical lines (monophonic, homophonic, polyphonic, heterophonic, mixed)</b></p>
<p><b>Is the relationships of time (beat, pulse, tempo, meter, duration, pattern)</b></p>

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### Short Selections Listening Sheet

Selection Title	Significant Element	Mood or Meaning
1.		
2.		
3.		
4.		
5.		
6.		
7.		

## Description of Longer Selection of Music

Directions: Listen to the longer section of your choice from the short music selections. Chose at least three elements to describe the musical selection.

The element \_\_\_\_\_ is  
important because and/or makes the music

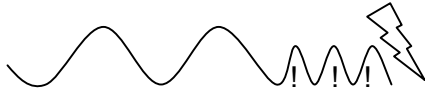
The element \_\_\_\_\_ is  
important because and/or makes the music

The element \_\_\_\_\_ is  
important because and/or makes the music

***Musical Intent:***

### Visual Representation of Selected Music Composition

Directions: Listen to your selection a second time (you may need to listen more than once) and make lines, shapes, or any other marks or graphic symbols that represent visually what you are hearing as you listen to the selection. You might use a line that is long and undulating and become shorter and more intense as the music speeds up and gains volume (use exclamation to emphasize) and a lightning strike to represent a cymbal crash such as this:



## Visual Arts Elements and Principles Help Sheet

**Color:** is the perception of a distinct hue, intensity, or value of an object caused by the absorption of light by the object or the reflection of light off the object.

**Hue:** is the name of the color (red, blue, yellow)

**Intensity:** is the degree of brightness or dullness (bright red, dull red)

**Value:** is the lightness or darkness of the color (pink is light red, burgundy is dark red)

**Line:** is a continuous path of movement between points on the surface of an object or plane in three-dimensional space. Lines are characterized as being vertical, horizontal, or diagonal; curved, straight, jagged or broken.

**Shape:** is the enclosed space on a two-dimensional plane that is defined and determined by the other art elements such as line, color, value and texture (circle, square, triangle).

**Form:** is the three-dimensional counterpart of shape that encloses volume (sphere, cube, pyramid).

**Texture:** is the surface quality or feel (soft, rough, smooth) of actual three-dimensional spaces or implied as an illusion on a flat surface.

**Space:** is the distance or area between, around, above, below or within areas in a work (either two- or three-dimensional).

## Visual Arts Principles of Design

**Balance** is the way the art elements are arranged or distributed in an artwork to create a feeling of stability. Three types of balance are **Symmetrical**, **Asymmetrical** and **Radial** (spiral or circular)

**Emphasis** is the focal point or center of interest

**Pattern/Repetition** use one or more elements over and over again

**Rhythm** combines repeating elements to achieve a look or feel of movement

**Movement** guides the eye at a particular pace or in a particular direction

**Unity** is the arrangements of elements or parts to create a sense of wholeness or completeness

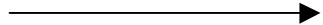
**Variety** combinations of elements and principles to create a diverse range of effects or visual qualities (contrasts)



**Music Composition Concept Map: Title \_\_\_\_\_**

Describe the theme, message or mood:

Attach picture at this edge of paper



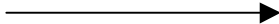
<p><b>Explain how 3 significant elements of music are "seen" in the picture you selected to represent your music selection:</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>	<p><b>Explain how the theme, message or mood of music and picture are the same:</b></p>
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A good use for this musical selection might be:

Because:

**My personal response to this composition is (use music vocabulary):**

Because (use music vocabulary):



## Supply List for Lesson

1. 10 –12 pair of scissors
2. 12-15 glue sticks
3. One CD player with good speakers for facilitator
4. 7 cheap CD players for seven selections of music
5. One CD of music selections for facilitator
6. 7 CDs of music selections for participants
7. Supply of pictures for selecting to match compositions

