

Junky music: The heart we are learning and practicing....

Students will recall musical terms, symbols and basic musical concepts. (pitch, rhythm, instruments)

What is a treble sound?

Can you recall an interesting sound you heard this week?

Can you identify an idiophone?

Can you select a pitched instrument?

Students apply concepts in creation of new music and class discussion. Critique of the compositions of others, classification of various styles of music and interpret non-traditional notation.

How would you compare the sound of the trash cans to each other?

How would you classify the instruments in our pile into groups?

What do you notice about the various sizes of our instruments and their volume capabilities and pitch?

Students playing a group while showing their ability to blend and balance. Students improvise over an ostinato and respond to the cues of the group leader.

How is the trash can related to a drum

How would you describe the sequence of events to create an original piece of music

How will you test the effectiveness of a piece of music to convey artistic meaning?

Students compose in several voices and create complex phrases. Students create music without the help of a conductor and make their own informed choices about style, balance, and expression.

Apply the musical ideas from another group into your newest composition

Analyze the rhythm and balance of a performance.

How would you use the instruments we have to improve upon this composition?