

8th Grade Exploring Music - Atonality II

by Glen DeGeorge

Grade Level

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8th Grade

Long Range Goals/Standards

Standards

- MENC.5-8.1** CONTENT STANDARD: Singing, alone and with others, a varied repertoire of music
- MENC.5-8.3** CONTENT STANDARD: Improvising melodies, variations, and accompaniments
- MENC.5-8.5** CONTENT STANDARD: Reading and notating music
- MENC.5-8.6** CONTENT STANDARD: Listening to, analyzing, and describing music
- MENC.5-8.7** CONTENT STANDARD: Evaluating music and music performances
- MENC.5-8.8** CONTENT STANDARD: Understanding relationships between music, the other arts, and disciplines outside the arts
- MENC.5-8.9** CONTENT STANDARD: Understanding music in relation to history and culture

Objectives/Skills

Concepts

Atonality

Organized Composition

Activities/Skills

Singing

Listening

Creating

Reading & Notating

Composing

PreKnowledge

Students have experience with atonal music.

Students have composed their own songs before.

Instructional Objectives

Students will demonstrate their understanding of structured atonality through composing with given guidelines.

Students will demonstrate their understanding of atonality through analyzing and performing atonal music.

Procedure

Mind Capture - Motivation

Begin class with a bell ringer: What is atonality? Create your own definition that you would find if you were to reference a dictionary.

Sequence

1. Generate a group definition on the white board for everyone to reference.
2. Distribute the piece/handout "Humming and Whooping"
3. Perform the piece with the class.
4. Have students analyze if the piece of music/performance fits the definition of atonality that we generated.
5. Show video clip of Atonal v. Tonal Music: <http://www.youtube.com/watch?v=6qhrAEMC0ms>
6. Using the clip's idea of patterns introduce the final activity: What's Your Number
7. Instruct students to use the loose-leaf paper from their bell ringer and write down their phone number.
8. Writing a C major scale on the board assign numbers to the scale degrees. Start with zero for C, one for D, etc. Note: C and D will also be assigned degrees 8 and 9
9. Have students assign note names to each number of their phone number.
10. Use the example (215)-867-5309=EDACBCAFCD
11. Have students open Finale, and compose a song using this 9-note pattern with a variety of rhythms.
12. Use this activity to describe to students how we can now provide structure to an atonal piece of music, yet it still sounds random.
13. Play any volunteer's composition for the class and analyze it as a group.

Closure

Have students turn in their assignments to check for execution of patterns.

Assessment - Evaluation

Students will be assessed in their discussion of atonality, and their successful completion of their composition project.

Materials

Materials

"Humming and Whooping" Handout

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