

Title: <b>How Do We Show the Rise and Fall of Pitch?</b>		Lesson #2	Grade 4 Unit <i>O Canada, and Lands Beyond</i> Approximately 90 minutes
<b>Critical Learning</b>		<b>Guiding Questions</b>	
Understand that a melodic contour represents a sequence of sounds		How do we draw a line that shows the rise and fall of pitch?	
Draw a melodic contour that includes devised ways to show duration of notes		How can the line be reproduced accurately in sound?	
Read and perform from a melodic contour		How can we devise a way to show places in the music where notes are held longer?	
<b>Curriculum Expectations</b>		<b>Unpacked Expectations</b>	
<b>C1 Creating and Performing:</b> apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music.		<b>Learning Goals</b> <b>At the end of this lesson, students will be able to say:</b>	
C1.5 Demonstrate an understanding of musical signs and standard notation on the 5-line staff, and use devised notation to record a sequence of sounds in a composition.		<b><i>I can:</i></b>	
		<ul style="list-style-type: none"> <li>• read a melodic contour</li> <li>• create and perform from a melodic contour matching the rising and falling pitches</li> <li>• explain what a melodic contour is</li> </ul>	

## Instructional Components and Context

### Readiness

Understanding of the sound of rising and falling [pitches](#)

Sing with [Solfège Hand Signs](#)

Identify melodic movement, intervals and direction

Terminology

[Pitch](#)

[Intervals-step, skip, leap, repeated notes](#)

[Scales-ascending and descending](#)

### Materials

Whiteboard or chart paper

Manuscript (staff) paper

Melodic contour of *O Canada* **Teacher Resource 2**

**O Canada Melodic Contour**

Treble five-line staff **Teacher Resource 3**

**Five-Line Staff**

Barred, pitched percussion instruments, if available

Pipe cleaners (malleable but will also hold the shape of a melodic contour) or pieces of yarn

**Teacher Resource 8 Co-Constructed Checklists (Lesson 2)**

### Minds On

**Approximately 15 minutes**

### Pause and Ponder

#### Whole Group/Small Groups

Students sing “*O Canada*” in groups, reviewing and applying the feedback from Lesson #1 about singing techniques.

During the singing, the teacher draws the melodic contour of the first phrase of “*O Canada*” on a whiteboard or chart paper.

Students look at the contour and describe it to an elbow partner (e.g. *I see a high peak, and a big drop*). Share responses with the class and post.

**Teacher Prompt:** *Look at the contour again. What geographic features of Canada do you know that this melodic contour could represent?* (e.g. leaps-mountains, high/repeated notes-mesa, steps - lowlands or plains)

Share and list students’ findings.

Action!	Approximately 30 minutes	Differentiated Instruction:
<p><b>Whole Group</b> Sing “O Canada” following the melodic contour drawn on the whiteboard/chart paper. <b>Teacher Resource 2 O Canada Melodic Contour</b></p> <p><b>Individual</b> Give students a copy of the drawn melodic contour <b>Teacher Resource 2 O Canada Melodic Contour</b></p> <p>Students circle areas on the contour where they hear longer notes and devise a way to indicate the duration of the notes.</p> <p>Co-construct a checklist to be used to assess the melodic contours; <b>Teacher Resource 8 Co-Constructed Checklists (Lesson 2)</b></p> <p>Draw a new melodic contour of the first phrase of “O Canada” that represents both the melodic movement and the duration of notes.</p> <p><b>Teacher Prompt:</b> <i>What ways did you find to show the melodic movement/the different duration of notes?</i></p> <p><b>Quick Tip</b> Make a geographic comparison between melodic contour and a physical feature such as a mountainous region (i.e., Rockies, Long Range Mountains)</p> <p><b>Small Groups</b> In partners, have students share their melodic contours and discuss the similarities and differences between them. Draw the five-line staff on top of the melodic contour to demonstrate the process students will follow.</p> <p>Determine a beginning note for the phrase. Suggest using ‘B’ to play “O Canada” in the key of G major. Individually transfer the melodic contour to the five-line staff.</p> <p>Students share products with their partners noting the differences and similarities.</p> <p>Practise reading each others’ melodic contours by playing the melody on tuned percussion (barred instruments), if available. Alternatively, play on Boomwhackers™ or simply sing the phrase.</p>		<p>Provide alternative manipulatives such as building blocks, cube-a-links, yarn, staircase with which students can create/devise a melodic contour</p> <p><b>Assessment for Learning:</b> Co-construct a checklist with students</p> <p>Teacher assesses students’ melodic contours to determine whether melody rises and falls roughly where it should and that notes of longer duration are indicated/heard <b>Teacher Resource 8 Co-Constructed Checklists (Lesson 2)</b></p>

**Consolidation****Approximately 5-15 minutes**

Draw a new melodic contour on the whiteboard/chart paper.  
Students play the new contour applying the skills they have learned to read and play the rising and falling pitches and to hold notes of longer duration.

**Teacher Tips:**

For further practice:

Use a visual cue system to create and perform other melodic contours: thumbs up for rising pitches, thumbs down for falling pitches, index finger moving sideways for notes of longer duration.

Teacher sings and moves a pointer over the melodic contour while students use hand signs to indicate where pitches rise, fall, and are held for a longer duration.