

Title: **How Can Devised Notation Help Us to Write in Standard Notation?**

Lesson #3

Grade 4, Unit
O Canada, and Lands Beyond
Approximately 40 minutes

Critical Learning

Understand the similarities and differences between devised notation and standard notation

Write a melody on the five-line staff from devised notation

Understand why accuracy is important when writing standard notation

Guiding Questions

How do devised and standard notation compare?

How can a piece of devised notation help us to write in standard notation?

Why is standard notation important?

Curriculum Expectations

C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;

C1.3: create musical compositions for specific purposes and audiences; and

C1.5: demonstrate an understanding of musical signs and standard notation on the 5-line staff, and use devised notation to record the sequence of sounds in a composition of their own.

Unpacked Expectations

Learning Goals

At the end of this lesson, students will be able to say:

I can:

- describe differences between devised and standard notation;
- draw an accurate melodic contour, transfer it onto the 5-line staff and perform it;
- explain why accurate standard notation is important.

Instructional Components and Context

Readiness

Reads and performs rhythms appropriate for this grade

See [Grade 4 Rhythms](#)

Reads and performs melodic contours from devised notation (e.g., *O Canada*)

Identifies the lines and spaces of the treble staff

Terminology

[Treble Clef](#)

[Staff](#)

[Musical Alphabet](#)

[Note Value Names/Time](#)

[Names](#)

[Time Signature](#)

Materials

Melodic contour of *O Canada*, first phrase only **Teacher Resource 2 *O Canada* Melodic Contour**

Staff lines **Teacher Resource 3 Five-line Staff**

Teacher Resource 7 Devised Notation Melody Rubric (Lesson 3)

Teacher Resource 8 Co-Constructed Checklists-Use of Accurate Music Vocabulary (Lesson 3)

Teacher Resource 8 Co-Constructed Checklists-Melodic Composition (Lesson 3)

Standard notation for “*O Canada*” (not provided but can be found online and in many resource books. Look for the key of Eb or D major, for singing)

Hula hoops

Index cards

Pipe cleaners

Bank of rhythm notes to assist with creation of melodic contour-**BLM 1 Rhythm Chart**

Minds On	Approximately 35 minutes	Pause and Ponder
<p>Whole Group With the picture created from Lesson 2 using the melodic contour on top of the music staff, review how to transfer devised notation to the five-line staff (first phrase of “O Canada” in G major).</p> <p>Teacher Prompt: <i>What do you notice is different about the five-line staff?</i> [When we use the staff, with all the music symbols, it is called ‘standard notation’].</p> <p><i>What kind of notation can we call a melodic contour?</i> [devised notation].</p> <p>Co-construct a checklist of indicators of effective use of accurate music vocabulary. Teacher Resource 8 Co-Constructed Checklists-Use of Accurate Music Vocabulary (Lesson 3)</p> <p>Small group/independent activity Have students create a Venn diagram to establish similarities and differences between devised and standard notation.</p> <p><u>Similarities</u>- being able to see the rise and fall of pitches, duration can be shown etc.</p> <p><u>Differences</u> - standard notation: rhythm values are more exact, small amount of space needed; devised notation: show duration by using more space for notes of longer duration; standard notation-pitches have a specific place on the staff etc.</p> <p>Share comparisons, adding to a class Venn diagram and post.</p>		<p>Differentiated Instruction: Perform from devised notation</p> <p>Assessment for Learning: Teacher observes students’ accurate vocabulary use. Record on a checklist. Use Teacher Resource 8 Co-Constructed Checklists-Use of Accurate Music Vocabulary (Lesson 3)</p>

Action!	Approximately 45 minutes	
<p>Whole Group/Individual Activities Co-construct a checklist of indicators of effective use of accurate music vocabulary. Teacher Resource 8 Co-Constructed Checklists-Melodic Composition (Lesson 3)</p> <p>Using pipe cleaners or some other material which will hold its shape, students imagine a melody going up and down and create its shape. Trace the contour that was created onto a piece of blank paper.</p> <p>Provide access to the BLM 1 Rhythm Chart Review the rhythms on the chart and speak them using Kodály time names.</p>		

Students circle places in the contour where they would like notes to last for a longer duration. Students choose the rhythm for their composition from the **BLM 1 Rhythm Chart** and notate their choices on top of their melodic contour line. Then, students should add dots (note heads) on the contour line to indicate specific pitches. Check that the dots correspond to the chosen rhythms.

State that the pitch G will be the starting and ending note (do). The melody will be two measures of 4/4 time. (8 quarter beats in total)

Notate the melodic contour created on the five-line staff.

Students practise their melody on a tuned percussion (barred) instrument (or recorder).

Teacher Prompt: *Were you surprised at how your melody actually sounded? What do composers do when their idea isn't exactly what they 'heard' in their head? (e.g., revise, change, practise...which is [The Creative Process](#))!*

Students use the *is* [The Creative Process](#) to prepare their performances.

Partner activity

Identify criteria with students that will be used to assess the melodies, such as: the melody matches the shape of the pipe cleaner, the rhythm is eight beats long (2 measures in 4/4 time), the rhythms are accurate. **Teacher Resource 8 Co-Constructed Checklists-Melodic Composition (Lesson 3)**

Students perform their melodies for a partner and give each other feedback. Check that the melodies match the original pipe cleaner melodic contour. Revise and practise until the time to share with the class.

Assessment of Learning:
Teacher Resource 7 Devised Notation Melody Rubric (Lesson 3)

Assessment of Learning:
Observe and assess students' abilities to accurately 'draw' melodic shapes in the air. Use **Teacher Resource 8 Co-Constructed Checklists-Melodic Composition (Lesson 3)**

Consolidation

Approximately 10 minutes

While each student performs his/her melody, other listeners use an 'invisible pencil' to draw the shape of the melodic contour in the air.

Celebrate the pipe cleaner compositions!