

Title: <i>Arirang</i>: Comparing Time Signatures and Music from a Different Time Period and Culture Lesson #4	Grade 6
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Critical Learning	Guiding Questions
<p>The 9/8 time signature is a compound time signature and has 3 dotted quarter beats (tum-tum-tum). Each dotted quarter (tum) can be divided into groups of 3 (ti-ti-ti).</p> <p>There are many combinations of eighths, quarters dotted quarters, and dotted half notes in 9/8 time.</p> <p>Make a comparison of two pieces that employ these time signatures in terms of time signatures, tonality, culture, historical time period, and genre.</p>	<p>What are some of the differences in the elements of music between the two pieces?</p> <p>Are these cultural differences?</p> <p>Style differences?</p>

Curriculum Expectations

<p>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.</p> <p style="padding-left: 20px;">C1.1; sing and/or play, in tune, from musical notation, unison music and music in two or more parts from a wide variety of cultures</p> <p style="padding-left: 20px;">C1.2; apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect</p> <p style="padding-left: 20px;">C1.3; create musical compositions for specific purposes and audiences</p> <p style="padding-left: 20px;">C1.4; use the tools and techniques of musicianship in musical performances</p> <p style="padding-left: 20px;">C1.5; demonstrate an understanding of standard and other types of musical notation through performance and composition</p> <p>C2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.</p> <p style="padding-left: 20px;">C2.2 identify the elements of music in the repertoire they perform, listen to, and create, and describe how they are used</p>	<p style="text-align: center;">Learning Goals</p> <p>At the end of this lesson,</p> <p>I can</p> <ul style="list-style-type: none"> • understand the difference between 3/4 and 9/8 time signatures, and simple and compound time. • compare music in both 3/4 and 9/8 time signatures, and from different historical periods and cultures.
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<p>C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.</p> <p>C3.2; compare some aspects of the music of one culture and/or historical period with aspects of the music of another culture and/or historical period</p>	
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Instructional Components and Context

<p>Readiness 3/4 time, simple time 9/8 time, compound time Rhythm syllables Metre Beat groupings Pentatonic Ostinati Orff teaching process- speech, body percussion, instrumentarium.</p> <p>Terminology 3/4 time, simple time 9/8 time, compound time Metre Beat groupings Pentatonic Tonality</p>	<p>Materials BLM 1 Chants BLM 2 Desserts Teacher Resource 1 Rubric Teacher Resource 2 Arirang Orchestration BLM 3 Language Phrase Creation Choices</p> <p>Pitched percussion instruments Drums</p> <p>Recording of “<i>Jesu, Joy of Man’s Desiring</i>”, J.S. Bach</p>
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Minds On	Approximately 5 minutes	Pause and Ponder
<p>Perform/review the chants in 3/4 and 9/8 time performed in Lesson 1. (BLM 1 Chants and BLM 2 Desserts)</p> <p>Reflect and explore the differences between simple (e.g., 3/4) and compound (e.g., 9/8) time.</p> <p><i>What are some differences between the 2 chants? What are some similarities between the 2 chants? Which time signature is called compound time? Why? How do you feel when you perform in 3/4 time? In 9/8 time?</i></p> <p>List all the explanations of students for reference.</p>		<p>Assessment for Learning: Self and Teacher: Assess the accuracy of performance in both the 3/4 and the 9/8 chants?</p>

Action!**Approximately 30 minutes**

Reinforce the difference between simple and compound time with the following chants:

Joy Reeve

Sim - ple time is sim - ple. Sim - ple time is sim - ple.

Joy Reeve

I real - ly like com-pound time. I real - ly like com-pound time.

Identify the differences between the two time signatures, focusing on the eighth note beats. In simple time the eighth notes are grouped in twos; in compound time the eighth notes are grouped in threes.

Perform the chant one after another, accompanied by the body percussion pattern from Lesson 1-patsch-clap-clap. You can have some students play this pattern on drums.

A student leader decides on the order of the chants and conducts the class. Students identify the difference in eighth note groupings between 9/8 and 3/4 time by holding up the corresponding number of fingers (2 or 3-representing the grouping of eighth notes).

Listen to a recording of Bach's "*Jesu, Joy of Man's Desiring.*"

Teacher Tip: There are many recordings available online; the following example of the notation has both the 3/4 and 9/8 time signatures on the staff: <http://www.free-scores.com/download-sheet-music.php?pdf=16#>).

Students respond to the recording in the following ways:

- a) by holding up two or three fingers to identify when they hear parts in 9/8 time; when they hear parts in 3/4 time, (e.g., the beginning melody is in 9/8 time-eighth notes are in groups of 3; the later chorale is in 3/4 time-eighth notes are in groups of 2).
- b) students choose to be a part of the "simple" or "compound" group and stand when they hear their time signature being performed. (sometimes they'll stand at the same time!)

Assessment of Learning:

Observe student responses to the recording.

Use **Teacher Resource 1 Rubric**

Observe student's accurate use of music terms on the Venn diagrams. Use **Teacher Resource 1 Rubric**

Students draw a Venn diagram; compare rhythm, tonality, style, mood, and cultural/historical differences and similarities between “*Jesu, Joy of Man’s Desiring*” and “*Arirang*”.

Teacher Tip: Information about these pieces can be easily found through an internet search.

Share ideas with a partner, then with another set of partners, adding new information to individual Venn diagrams.

Consolidation

Approximately 5 minutes

In their journals, students write a reflection about the differences between the two pieces. Post reflection question starters could include *What did you notice about the rhythms of “Jesu Joy” and Arirang?*

