

Overview – Arirang – Grade 6

Context:

This unit should be taught after students have worked in both 3/4 and 6/8 time.

The song is in the F pentatonic scale which allows for a concentration on the metre. This unit could be taught in the first half of the year to support and consolidate rhythm concepts.

Summary:

Students will explore the difference between simple time and compound time through chants and language patterns. Students will create chants in 9/8 time, then perform and write them to apply their understanding of compound metre. These chants will be put in context with a folk song in 9/8 time. Finally, students will compare a classical song in 9/8 time with the folk song in terms of cultural, historical, and period differences.

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.

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.

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.

Unit Guiding Questions

Lesson Guiding Questions

Lesson/Activity 1

How are the eighth notes grouped for simple triple metre? Compound triple metre?

Lesson / Activity 2

How many notes in the pitched percussion part are played to each dotted quarter of the Bass Xylophone (BX)/drum part?

Lesson / Activity 3

How many boxes of the 3-beat language phrases are needed to complete one bar of 9/8 time?

Lesson / Activity 4

What are some of the differences between two different pieces of music in terms of the elements of music?

Assessment and Evaluation: How will students demonstrate their learning?

<p>Assessment of Learning:</p>	<p>1: <u>Expectation:</u> Students will perform/notate the difference between 3/4 and 9/8 time.</p> <p>2: <u>Expectation:</u> Students will apply their experience and knowledge of 9/8 time when singing and playing the song.</p> <p>3: <u>Expectation:</u> Assess student’s ability to perform in 9/8 time through the text of their complete language phrases. Assess student’s ability to fit/feel the three sounds per pulse in their complete language phrase part.</p> <p>4: <u>Expectation:</u> Students identify some of the differences between these pieces in terms of their musical elements (form, harmony, texture, instrumentation, etc.).</p> <p>Culminating Performance Activity</p> <ol style="list-style-type: none"> 1. Students will be evaluated using observation records, written work, and through performance of their chants in 9/8 time in the context of the song <i>Arirang</i>. 2. Students will compare the song <i>Arirang</i> with <i>Jesu Joy of Man’s Desiring</i> by J.S. Bach, for the changes in the time signatures, tonality, and historical/cultural periods.
<p>Assessment for Learning</p>	<p>Four Checkpoints:</p> <p>Check Point #1/Lesson 1 Assess student’s written responses for 9/8 time. Assess student performance of the chant and rhythms in 9/8 time. (These assessments will be through self-evaluation and teacher feedback)</p> <p>Check Point # 2/Lesson 2 Observe student’s ability to fit/feel the three sounds per pulse in the Alto Xylophone (AX) part. Observe student’s ability to play three pulses to a bar in 9/8 time using teacher feedback.</p> <p>Check Point #3/Lesson 3 Observe student’s ability to perform language patterns accurately in 9/8 time using self/peer-evaluation.</p> <p>Check Point #4/Lesson 4 Students can identify the parts of the song <i>Jesu Joy of Man’s Desiring</i> that are in 3/4 time and those that are in 9/8 time. Assess the student’s ability to compare “<i>Arirang</i>” and “<i>Jesu, Joy of Man’s Desiring</i>” using music terms and understandings using self-evaluation and teacher feedback.</p>

Unit Lessons: How will assessment and instruction be organized for learning?		Approx. Duration 1 class = 30 minutes
Lesson 1	Lesson 1 Exploring the Difference Between 3/4 and 9/8 Time Using chants and body percussion, students explore the difference between 3/4 and 9/8 time to understand the grouping of the eighth notes.	1-2 classes
Lesson 2	Lesson 2 Arirang: Singing and Playing in 9/8 Time Students apply the same body percussion pattern to support their learning of the song <i>Arirang</i> . Students learn an Orff arrangement of the song.	1-2 classes
Lesson 3	Lesson 3 9/8 Phrase Creation Using partial language phrases students create two chants, one of one bar in length and the other of two bars in length in 9/8 time. Students will perform these in a 9/8 context.	2-3 classes
Lesson 4	Lesson 4 Arirang: Comparing Time Signatures and a Work Music from a Different time Period and Culture Students review the differences between 3/4 and 9/8 time and then listen to Bach's <i>Jesu Joy of Man's Desiring</i> that switches between the two different time signatures. Students will identify the different time signatures and then compare and contrast this piece with <i>Arirang</i> .	2 classes