


Title: Can You Read a Sound? (Unit Culminating Lesson)	Lesson #6 Approx. 210 minutes	Grade 1 Unit "Listen Up!"
<p>Critical Learning</p> <p>Symbols can be used to a) represent sounds and b) give directions, such as, when to make changes to sounds (becoming louder, softer, faster, etc. or where to repeat).</p> <p>Both traditional and non-traditional symbols can be used in musical performances.</p> <p>Develop and use co-constructed criteria to assess the application of The Creative Process.</p>		<p>Guiding Questions</p> <p>If this sign were a sound, what sound would it be?</p> <p>Can you draw a picture of this sound?</p> <p>How could you change the picture If you want to make the sound louder, faster, etc.?</p> <p>What did you like about the score itself? Why?</p>
<p>Curriculum Expectations</p>		<p>Unpacked Expectations</p>
<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; C1.5 demonstrate an understanding that sounds can be represented by symbols; and C1.4 use the tools and techniques of musicianship in musical performances.</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; C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.</p>		<p>Learning Goals</p> <p>At the end of this lesson, students will be able to say: At the end of this lesson <i>I can:</i></p> <ul style="list-style-type: none"> • use symbols or pictures to show sound; • read sounds from a chart/score; • perform what a chart/score tells me; • tell how to make sounds from a soundscape more interesting; and • work with others to make choices.

Instructional Components and Context	
<p>Readiness Knowledge of the elements of music, related concepts, and terminology from the previous lessons in this unit.</p> <p>Have experienced early non-traditional rhythmic notation by: a) manipulating popsicle sticks to create simple rhythmic patterns; and b) creating a melody map of a simple and familiar song.</p> <p>Have created and performed a soundscape and made revisions to improve it.</p> <p>Terminology Notation Perform (http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf) Score Symbols (http://www.music.vt.edu/musicdictionary/)</p>	<p>Materials</p> <p>Chart paper Coloured markers Mural paper</p> <p>Audio/visual recording device</p>

Minds On	Approximately 30 minutes	Pause and Ponder
<p>Whole class > Individual Play the game “Shape a Sound”: On large sheets of paper, create simple shapes/symbols, such as</p> <div style="text-align: center;">  </div> <p>and ask students to make the sounds suggested by the symbols with their voices and then with non-pitched percussion instruments.</p> <p>Teacher Prompts: <i>If this picture was a sound, what would it sound like? (e.g., a picture of a curvy, flowing line might evoke the sound of water) How could we change the symbol to indicate that the sound should change? (e.g., make the symbol lighter and the sound softer)</i></p>		<p>Assessment for Learning: Self-, peer-, and teacher feedback will assess the readiness for more complicated and extended non-traditional sound notation.</p>

Action!	Approximately 120 minutes	Assessment for Learning:
<p>Whole Class > Individual Have students create two of their own shapes: one for the voice and one for a non-pitched percussion instrument. They would have to develop a system to indicate which sound is vocal and which is instrumental such</p>		<p>Teacher, peer-, and self- evaluation/ reflection, and feedback to assess the planning</p>

as blue for vocal and red for instrumental.

Teacher Prompts: *How can we tell whether a sound is meant to be vocal or instrumental? How did the symbol(s) remind you to make a certain sound? What made the symbols easy to read? How could we improve the symbol for ___? (e.g. parking at the zoo)*

Invite a student to the front of the room to hold up his/her symbol and ask three classmates to each create, in turn, the sound that the symbol suggests. The student at the front then selects one of the three to replace him/her, depending on how closely the sound followed what the symbol indicated, and also states the reasons for the choice (e.g., because their symbol became larger, the sound was to become louder and the chosen sound did get louder).

Alternately, have students pair and share this activity and present their symbols and sounds to the class.

Whole Class

Review together all the sound scenes used in the soundscape from Lesson 5 and record each on a separate piece of chart paper.

A Trip to the Zoo: 1) getting on the bus 2) on the highway 3) parking at the zoo, 4) going through the gates, 5) visiting the polar bears, etc.

Give small groups (or pairs) of students one of the chart papers on which they create a symbol/shape (including size and colour) for the sounds described on the paper (e.g., “on the highway”; may be represented by a bumpy black line).

Post the completed pages in the order of the soundscape.

Point to each symbol and have students perform the corresponding sounds.

Teacher Prompts: *Which symbols were easy to “read”? Why? What sounds were effective? What didn’t work as well? Why? What are some ways we could make the sounds more effective? (e.g., louder dynamics, higher pitches)*

Instruct students that they will be revising and refining their symbols and soundscapes to prepare for a final performance of the complete soundscape.

Discuss and determine criteria to co-create a rubric that will be used to assess the score for the soundscape.

of the preliminary work and to revise and refine for performance.

Assessment of Learning:

Co-developed criteria for rubric.

Observe students’ performances. (see Rubric for Creating a Soundscape Score below)

Observe students’ abilities to analyse and reflect on their own and others works.

**Rubric for Creating a Soundscape Score
(symbols representing sounds)**

Criteria for the communication through the score	Level 3
<p><u>Design of visuals:</u> -easy to follow -moved from left to right -colourful -clear</p> <p><u>Sound Source</u> -showed which instrument or vocal sound to use</p> <p><u>Expression</u> -showed when to get louder/softer faster/slower higher/lower</p> <p><u>Spacing</u> -showed when to start and stop all sounds</p>	<p>expresses and organizes ideas and understandings with considerable effectiveness</p> <p>uses conventions with considerable effectiveness</p> <p>applies knowledge and skills in familiar contexts with considerable effectiveness</p>

Teacher Tips: The individual symbols can be revised and posted in sequence on a strip of mural paper or long paper for all performers to see. Other signposts for direction can be added one by one, based on feedback and revisions from Lesson 5 and this lesson.

When the “score” is complete, the soundscape will be performed as many times as required to provide each student with the opportunity to participate.

Videotape the performances for teacher and peer reflection and for assessment.

Consolidation**Approximately 60 minutes****Whole Group**

Have students create their own “mini soundscapes”, based on one familiar activity rather than a story (e.g. getting ready for bed)

Students create scores of their mini-soundscapes.

Teacher Tip: Actions, movement, costumes, narration, and sets, can all be added to create a performance of greater depth for a special whole school event. This project could provide co-curricular integration opportunities.

Criteria for Creating and Performing a Soundscape:

- the intended meaning of the event or story was communicated through the choices of timbre, tempo, pitch, dynamics, etc.
- the choices made were creative and effective
- there was a clear beginning, middle, and end
- a wide variety of vocal, body percussion, instrumental, and found/environmental sounds were included
- there was originality and creative risk taken with good effect

Have students reflect on the performances:

Teacher Prompts: *What were some of the qualities of sound (timbre) and other musical elements such as tempo, pitch, dynamics etc. that helped communicate what was happening in the activity/story? Was there a wide variety of sounds-vocal, non-pitched percussion instruments, body percussion, found sounds? Were any new ways to make sound created? (e.g., playing of an instrument or use of the voice)*

Reflect with students about how effectively they worked to create together and to make choices in a collaborative way.

Teacher Prompts: *Did everyone take turns? Did you feel that others listened to your ideas? Can you name someone who really worked well in your group? Why?*