


## Arts with Numeracy: Music

<b>Name of Lesson/Unit:</b> Graphing Melodic Contour	<b>Subject and Grade:</b> Music - Grades 3,4
<b>Arts Expectations:</b> Fundamental Concept - Pitch	<b>Math Strand Connections:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Number Sense &amp; Numeration</li> <li><input checked="" type="checkbox"/> Measurement</li> <li><input type="checkbox"/> Patterning &amp; Algebra</li> <li><input type="checkbox"/> Geometry &amp; Spatial Sense</li> <li><input checked="" type="checkbox"/> Data Management &amp; Probability</li> </ul>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Warm-up (minds on)</li> <li><input checked="" type="checkbox"/> Activity (one class)</li> <li><input type="checkbox"/> Mini-unit (several classes)</li> </ul>	
<b>Terminology</b> shape, melody, high/low, chant, graph	<b>Materials</b> graph or chart paper, markers, assorted objects that can be manipulated to show the shape of a line
<b>Learning Goal (<i>student-friendly language that can be shared with the students</i>):</b> I can sing high and low to match the shape of a <i>melodic contour</i> . I can create the shape of the melody in a visual way	
Warmup - have students use “Apples, Peaches, Pears, Plums” or a similar song for this activity:	
 <p>The image shows a musical score for the song "Apples, Peaches, Pears, and Plums". It consists of four staves of music in 3/4 time, written in treble clef. The melody is simple and repetitive. Above the first staff, a line graph shows the pitch contour of the melody, with peaks corresponding to higher notes and valleys to lower notes. The lyrics are: "Ap ples Pea ches Pears and Plums, Stand up when your birth day comes. Sit down". The second staff starts at measure 5: "Jan u a ry, Feb u a ry, Ma rch, A pril,". The third staff starts at measure 9: "Ma y, Ju ne, Ju ly   Aug ust, Sep". The fourth staff starts at measure 13: "tem ber, Oc to ber, No vem ber, De cem ber.".</p>	

### Physical warmup ideas

- Use the body staff to demonstrate locations of solfa pitches (so = hands on stomach, mi = hands on knees, do = touch toes/floor)
- Use the Curwen hand symbols
- Use the tiny elevator (hold your thumb and forefinger an inch apart and move it up and down vertically to follow the melody)
- Body percussion – clap or tap the rhythm at various heights to show both rhythm and melody
- Form extension (depending on the song): Use a different physical way to show A and B sections (A=lyrics, body staff B=months, hand signs)
- Ask students another way!

### Activity – visual ways to represent melodic contour

- Markers on paper (line drawing)
- fruit cutouts placed on staff lines/spaces
- note cards
- strings/yarn, beads on string to show rhythms as well
- skipping ropes
- ribbon sticks
- scarves
- stretchy bands (workout bands)
- smart board drawing tools
- wikki stix (these are bendable colourful sticks made of wax-dipped yarn. They stick to themselves, other smooth surfaces like whiteboards & clipboards, and come off cleanly!)
- anything on a floor staff – cut-outs, paper plates, any of the above items, actual fruit? be creative!

*Document! Take pictures/screen caps of your beautiful creations!*

Game: Follow the directions in the song. Find a creative way to sit down and stand up.

### Extensions

- Create a bar graph showing each student's birth month in the class (grade/school!), and sing the shape of the bars (or plot them and make a line graph – vocab here)
- Graph which students in the class prefer which fruit and do the same
- Name that tune: Students create the shape of a melody from class that they know, and guess each other's work. Try with Christmas Carols, with favourite tunes, with songs from your school show, etc!

### → Math Strand Connection:

Recognize that a melodic contour drawing is similar to a graph and that the distance between notes on a staff correspond to the distance between their sounds.

