

**Arts with Numeracy:
Music**

Name of Lesson/Unit: Sight Reading	Subject and Grade: Music – Grade 7&8
Arts Expectations: C1.1, 1.2, 1.4, 1.5	Math Strand Connections: <input checked="" type="checkbox"/> Number Sense & Numeration <input checked="" type="checkbox"/> Measurement <input checked="" type="checkbox"/> Patterning & Algebra <input checked="" type="checkbox"/> Geometry & Spatial Sense <input type="checkbox"/> Data Management & Probability
<input checked="" type="checkbox"/> Warm-up (minds on) <input type="checkbox"/> Activity (one class) <input type="checkbox"/> Mini-unit (several classes)	
Terminology The Elements of Music: Duration (beat, rhythm, metre, tempo), pitch (melody), dynamics, timbre, texture/harmony, form	Materials Musically rich repertoire instruments
Learning Goal (<i>student-friendly language that can be shared with the students</i>): I can interpret symbols in music. I can recognize patterns in the music I play and can use those patterns to guide my performance and practice. I can decipher standard notation and use the information to perform the music.	
<ul style="list-style-type: none"> • Choose repertoire that is not above the students technical abilities so that the learning is in the application of the elements of music, not the acquisition of technical skill. • Students use pre-reading strategies to gain an overall outline of the piece. Teacher prompts: <ul style="list-style-type: none"> ○ What is the time signature of the piece? ○ What is the key signature of the piece? ○ Do you see any sections that repeat exactly? ○ Are there any sections that are close to the same? ○ How are those sections different and similar? ○ Skim the piece for any notes you don't know. ○ Ask me about any rhythms you aren't sure about. ○ Are there any terms or symbols you need a definitions for? ○ Which bar(s) might you find difficult to play? • During reading – Read/play the opening section of the piece. Read/play the end section of the piece. Teacher prompts: <ul style="list-style-type: none"> ○ Why might the composer use the same material in these sections? ○ How does the rhythm change at the end to signify the end of the piece? • During reading – Read/play the middle section of the piece. Teacher prompts: <ul style="list-style-type: none"> ○ By looking at the markings, how will the style change? 	

- What instruments are playing and how will this affect the mood?
- Post reading – After the class has sight read through the sections of the piece, have a discussion about what they noticed. Teacher prompts:
 - What is the form of this piece?
 - What mood is the composer trying to portray in this piece?
 - How will you practice in order to make this piece easier to play?
- When sight reading music, students are applying their skills in interpreting musical symbols (data), subdividing beats (fractions), keeping a steady beat (counting) and interpreting a graph of the pitch data, all as they are listening to stay together, blend their sound, producing a good tone and watching the conductor for variations.

➔ Math Strand Connection:

Interpreting musical symbols, applying knowledge of fractions and patterns through beats and counting.