

4th – 6th Grade

Unit: Western Concert Violin and American Traditional Fiddle Folk Music

Fit as a Fiddle!

Referring to a musical performance as physical in many respects, the advantage is thought to be if one plays a stringed instrument, they will be stronger, less prone to stress injury, and have good posture!

(Western Continental) Traditional Concert Violin vs. Traditional Fiddle Music

✓ Students use activities and various teacher-selected examples to develop and apply the knowledge to conclude *possible* origins and/or distinguish western traditional concert violin music to American folk violin music

Teacher: Suzanne Palmer	Grade Level: 4- 6 grade	Subject: violins: Concert Violin and. Folk Fiddle	Standards MU 9 FA 5 MU 6 FA 3
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Unit Vocabulary: culture, traditional, heritage, era, genre, Celtic, folk, classical, reel, perceive/perception, composer, orchestra, folk,, aural,, oral, century, synonyms
Music Vocabulary: conductor, composer, forte, piano, tempo, rhythm, beat, meter, syncopation, dynamics, crescendo, decrescendo melody, pitch, theme, tonality, intonation, tone color, texture, form, measure, bar (line), repeat sign, first/second ending, fine, coda

Instructional Strategies: Class Discussion, Peer Discussion (*turn & talk/pair & share, small group discussion*), oral, written, or single media or multimedia presentations. demonstrate/model, direct instruction, note taking & summarizing, technology video/audio examples
Formative Assessments (entrance and exit tickets, notes, movement activities-performance based observations etc.) ,
Summative Assessment

Essential Question(s):
 How is the concert violin used and distinguished from the folk traditions of American fiddle music?

Lesson Components	4th Lesson: Review Day				
Learning Target:	<p>I can identify genres and styles of music from various historical periods by listening to selected repertoire</p> <p>I can distinguish the use of the music and its intended function, purpose and intended audience from aural example.</p> <p>I can demonstrate through movement an understanding of form, pattern, and sequence in music.</p>				

	<p>Using music vocabulary, I can describe how elements of music are used in selected examples of American folk music and western concert music.</p>				
<p>Do Now:</p>	<p>Complete the word search “parts of the violin/violin coloring page and word search” <i>with a partner or in a small group</i> <i>Teacher, handout an entrance slip with the following questions...</i> Listen to this piece to start class:</p> <p>https://www.youtube.com/watch?v=wqXNXUXqjcM Is it a concert violin piece or is it a fiddle tune? Is the music written down or passed down orally? <i>Do you think you should clap on 1 & 3 or 2 & 4 or should you listen quietly</i></p>				
<p>Learning Activities:</p>	<p>Lesson Activities: Fun video to play after the Do Now: Ferdinand Kuchler-Violin Concertino in G major, op.11 with piano https://www.youtube.com/watch?v=-sfoqUa0vs</p> <p>Listen to these two examples of Ferdinand Kuchler... What do you like and what did you notice that was fun and different from each example...Compare and contrast what you hear using musical vocabulary such as “intonation, memorization etc.” Turn and talk in small groups then share your ideas with the class.</p> <p><i>Teacher to students</i>--When you become a concert professional often you will memorize your music and play with an accompanist. This young person has also memorized his music and plays with a live orchestra as the accompanying component. This is a fine example of classical music for students.</p> <p>Discuss today’s vocabulary AND the vocabulary from Days 1-3: intonation, memorization etc. Oral, aural, perception, perceive, fiddle, folk (music, folktale etc.)</p> <p><i>Teacher for students:</i></p>				

	<ul style="list-style-type: none"> -Prepare a worksheet and discuss likes and dislikes of student lessons thus far. -Prepare folktales to accompany folk music -Prepare maps for coloring and discussion 				
Differentiation / Intervention	frequent one on one ---teacher connection thumbs up/ thumbs down for understanding Turn & Talk/Pair & Share				
Assessment(s):	Performance event				
Homework:	N/A students are always encouraged to use media technology and “family” Discussion questions to expand their learning!				

Reflective Notes/Comments/Resources

