

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
<p>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</p>			
<p>Instructional Strategies: Class Discussion, Peer Discussion (<i>turn & talk/pair & share, small group discussion</i>), oral, written, or single media or multimedia presentations. demonstrate/model, direct instruction, note taking & summarizing, technology video/audio examples <i>Formative Assessments</i> (entrance and exit tickets, notes, movement activities-performance based observations etc.) , <i>Summative Assessment</i></p>			
<p>Essential Question(s): How is the concert violin used and distinguished from the folk traditions of American fiddle music?</p>			
Lesson Components	3 rd Lesson		
Learning Target:	I can demonstrate through movement an understanding of form, pattern, and sequence in music.		

<p>Do Now:</p>	<p>Do Now: The teacher should prepare fiddle music to use as musical examples. teacher, staff paper with dotted outlined-traceable music symbols such as treble clef, time signature, bar lines and repeat signs and/or double bar line. Activity---snap on 1 and 3 clap on 2 and 4 to teacher selected music. Hand out (prepared) blank staff paper. Students (trace) add treble clef, 4/4-meter signature, bar lines. On one staff, the students will write quarter note, quarter rest, quarter note, quarter rest bar line, quarter note, quarter rest, quarter note, quarter rest bar line and a repeat sign at the end.... from teacher model to follow a 1 and 3 clap pattern. Then do the same for a 2 and 4 clap pattern. Discussion of familiarity or difficulty of each pattern to the music. D</p>				
<p>Learning Activities:</p>	<p>Students read the following aloud OR aloud in pairs/groups Reels are popular in the folk music of Scotland and were brought to the American Colonies in the 18th century. (Show on Map lesson 5) They crossed the Atlantic Ocean with Irish and British immigration and then entered the musical tradition of Atlantic and French-speaking Canada. Reels are featured in many pieces by Quebec singers and bands. How do you suppose reels became popular in North America? (<i>Teacher guides from students' answers</i>)</p> <p>Reel music is notated in simple meter, either as 2--2 or 4/4. English, Welsh, Scottish & Irish Fiddle Tunes. Here are some examples of reel dances... Dance 1, reel 2, reel 3 Let's dance to music only ours will be simple "longway" dances</p> <p>Use this YouTube video to create "longway" dances for students. <i>Students of all ages and diverse cultures really enjoy learning and creating these dances in my experience.</i></p>				

	<p><i>NOTE: Teachers of older students may not wish to show the video of younger students demonstrating the dances however a teacher may prefer to demonstrate in class and then allow small or large groups of students to create add or subtract "other" movements to their dances.</i></p> <p>Encourage students to create movements</p> <p><u>Classes should discuss the musical relevance of meter, patterns and sequences while creating a dance.</u></p> <p>Evaluate "why or why not" the dance students created works with the music!?</p> <p>Did you use the proper counts per measure?</p> <p>Did you note the "form" of the piece for your pattern/sequence?</p> <p>How does your dance work with verse, refrain, thematic sequence, musical cues, etc?</p> <p>Teacher--Stop frequently to make "musical" reference notes and receive answers to those questions.</p> <p>Teacher, when selecting fiddle tunes be sure to use music vocabulary and teach various historical background/stories about the music and include various folktales about the selected fiddle tunes.</p>				
Differentiation / Intervention	frequent one on one ---teacher connection thumbs up/ thumbs down for understanding Turn & Talk/Pair & Share				
Assessment(s):	Performance event---dance movement to fiddle music				
Homework:	N/A students are always encouraged to use media technology and "family" Discussion questions to expand their learning!				
Reflective Notes/Comments/Resources					

