

Anchor Standards and Indicators

- ANCHOR 7: Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation.
 1. P.7.8.2 – Sing with expressive qualities and technical accuracy, as modeled and/or visually notated, and portray appropriate style.
 2. P.7.8.4 – Maintain pitch and rhythmic accuracy, tone quality, tonal center, a steady beat, and appropriate style while singing both with accompaniment and a cappella to portray the composer’s intent.

- ANCHOR 5: Listening and responding to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.
 1. LR.5.8.1 – Recall, explore, comprehend, and apply appropriate music vocabulary.
 2. LR.5.8.2 – Identify elements of music and analyze and describe how they manifest in a musical example.

Class Goals and Objectives

- Distinguish between different textures in music (monophonic/polyphonic).
- Enable students to aurally identify and perform monophonic and polyphonic textures in music.

Materials

- A recording of the song “We Don’t Talk about Bruno”
- PowerPoint
- Lyric Dictation
- Exit Ticket
- Orff Instruments

Procedures

1. Students and instructor will discuss what kinds of powers they would want to have.

QUESTION: If you could have any superpower what would it be? How many have seen the movie “Encanto?” What power did these characters have? (PowerPoint)

PROMPT: We are going to listen to a song about a character whose power has been misunderstood.

2. Students will listen to the recording of “We Don’t Talk About Bruno” and fill out the lyric dictation (stop at 2:49)

QUESTION: Who was able to fill in all the blanks?

PROMPT: Let’s go around the room and read the lyrics.

3. Students will listen to the rest of the song and listen to which verses are being sung.

QUESTION: How many characters did you hear singing?

PROMT: Would you rather have Flower Power? Or the ability to Shape Shift?

4. Students will split into two groups based on their chosen power and will sing the part associated with the character.

QUESTION: Can we sing each part individually?

PROMPT: Now let's sing both parts together with the recording. How about by yourself?

5. Students will model the teacher and stomp their feet twice and clap once (ta-di, ta)

QUESTION: Do you know what song this rhythmic pattern is from?

PROMPT: If you know this song sing along with me. (Sings "We Will Rock You")

6. Students will discuss textural differences between "We Don't Talk About Bruno" and "We Will Rock You."

QUESTION: What are some things that you noticed that are different between the two songs?

PROMT: Think about how we sang each song.

7. Students will listen to small lecture on Monophonic and Polyphonic Texture.

8. Students will divide into groups and use improvisation skills to make We Will Rock You Polyphonic.

QUESTION: Do you think you can change the monophonic version of We Will Rock You to a polyphonic version?

PROMT: You can use xylophones to add an additional melody, use percussion instruments, or think of a song that might go well with We Will Rock You.

9. Students will perform their creations to the class

10. Students will fill out an exit ticket at the end of class.

Assessment of Goals and Objectives

Assessment will be achieved by students filling out an Exit Ticket.

Follow up Lessons

Future lessons would focus on different musical textures such as Heterophonic and Homophonic textures.