Oide

Possible Unit of Learning

Year Group: 5th Years / 14 students / 5 New to Music

Duration: 6 weeks

Student Context:

Prior Learning

- Major/Minor Triads
- Bass Stave
- Primary Chords
- Cadences; V-I, I-V, IV-V
- Relative Major/Minor
- Key Signatures: 3#s & 3bs
- Pentatonic Melodies
- 3/4 and 4/4
- Dotted Crotchet – Quaver

Key Learning

- Key signatures and Triads
- Minor Chords
- Cadences
- Major Melodies based on Chord Progressions
- Texture
- Leading Note

Learning Intentions: *We are learning...*

- about chord progressions and an interrupted cadence in E major
- how chords ii and vi work musically in a chord progression
- how to use the leading note musically in major and minor keys
- to further explore how melody, bass, chords and harmony parts work together

Evidence of Learning

Task: Select 2 musical chord progressions using I, IV, V, ii and vi. Compose and notate a piece of music based on these progressions. Your piece must have a bassline, melody, and one additional harmony part. Rehearse and perform your piece in your ensemble.

Success Criteria: *I can...*

- use I, IV, V, ii and vi in different combinations to create musical chord progressions
- create a melody and bass line based on my chord progressions
- write out my melody and bass line in my manuscript
- use imperfect, perfect and interrupted cadences in my music
- write a harmony part that works with the melody and bass line using a homophonic/polyphonic texture
- show the leading note going to the tonic in my melody
- perform my piece with my group

Learning Experiences

- Sing the chord progressions in 2- and 3-part harmony
- Play the chord progressions and songs in a classroom ensemble
- Explore the texture(s) used in the classroom ensemble
- Create short chord progressions and experiment with different cadential endings
- Compose short melodic phrases and bass parts to suit given chord progressions
- Add layers of harmony to a chord progression
- Listen, sing and play examples of perfect, imperfect and interrupted cadences in Mozart and Berlioz
- Listen and identify chord progressions from a variety of musical examples

Resources

Oide Composition Toolkit:

- Perfect, imperfect and interrupted cadences
- Chord progressions: I–vi–ii–V, I–vi–IV–V, I–V–vi–IV, I–IV–V–I
- Chords in Motion 3-part Scores: I–IV–V–I, I–vi–IV–V, vi–IV–ii–V

Other Recordings/Scores:

- Mozart, *Piano Concerto* and Berlioz, *Un bal*
- I-vi-ii-V: *Bohemian Rhapsody*, ballad section; *Goodnight, Sweetheart*
- I-V-vi-IV: *Forever Young; Since You Been Gone*
- vi-IV-I-V: *Cheap Thrills; Perfect*

Classroom instruments: Ukuleles, bass ukuleles, keyboards, piano, chime bars

Teacher-designed composition activities/exercises

Reflections: *What worked well? Even better if…*

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