

Title: *Dancing Boots*

A music-based unit derived from the Music Starters Template: **Dancing Boots**

Starting Point: *Dancing Boots Music Express Upper Primary Level 1*

Generative topic:

Music has structure

Rewritten as a question:

What patterns can you see in the music?

Overview:

Students will study the form of the piece and identify chord changes. They will create movement sequences appropriate to the style and form of *Dancing Boots*.

Intended grades: 5/6

Standards: 3-4

Duration: 2 x 45 minute lessons

Connections with Cognitive, Personal and Social Development

- Understands the ways in which arts forms communicate for different purposes, audiences and contexts
- Understands how to select and use appropriate methodologies to identify relevant questions and plan and carry out discipline-based investigations
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- Understands how to explore, refine and communicate more effective ways of thinking and acting mathematically in familiar situations
- Understands how and why we work collaboratively to achieve goals
- Understands the strengths and weaknesses of plans and how this affects the implementation and realisation of goals
- Understands that whilst difference enriches culture, it may lead to misunderstandings which can be resolved by individual and group action
- Understands that there is a range of democratic processes and participates responsibly in school and / or community groups
- Understands the processes through which individuals and groups work together to achieve a personal and shared goal

Throughlines	Understanding goals
Music has structure.	1. Music is made up of repeating and contrasting sections / patterns.
Performing music can be challenging satisfying and fun.	2. The mood of the piece can be altered by manipulating the elements.
We are creative people.	3. The elements of the piece will influence how we move to it.

This unit makes provision for:

- ✓ establishment and consolidation of prior learning
- ✓ whole class activity
- ✓ small group activity
- ✓ individual activity
- ✓ guided / scaffolded activity
- ✓ self-assessment
- ✓ peer-assessment
- ✓ independent student demonstration of understanding.

Development of understanding of these concepts

Concept	Specific aspects
	Students can:
✓ Beat	maintain a steady beat throughout performance
✓ Rhythm	create contrasting rhythm patterns in each section
Meter	
✓ Tempo	answer questions: What happens when we change the tempo? Can we perform it gradually getting faster / slower?
✓ Melody	perform a simple melody which can be easily played on tune percussion
✓ Harmony	identify a 2 chord piece
✓ Tonality	describe Aoleon mode: two chords – one major one minor identify different chords for different sections
✓ Dynamics	answer questions: Can we perform it gradually getting softer / louder?
Tone Colour	
✓ Texture	perform as a round
✓ Structure	identify two distinct sections. AABA form. (Note that this piece has 11 bars which is unusual).
✓ Style / Context	manipulate elements to convey a particular mood.

Development of these skills

Skill	Specific aspects
	students can:
✓ Vocal	sing in a round with accurate intonation and ability to hold a part
✓ Instrumental	play through a simple arrangement
✓ Movement	create a dance incorporating two distinct sections to mirror the form of the piece
✓ Reading Notation	read a simple score involving standard or graphic notation
Writing Notation	
✓ Listening / Aural Discrimination	identify chord changes and rhythm changes
Improvising	
Composing	
✓ Commenting	comment on the effectiveness of their own performances.

Warming up / Tuning in: engaging the students in the inquiry

UGs	Learning experiences	Ongoing assessment and feedback
3	Follow the contour of the melody. This can be done through movement, scarves, pitch path, group body sculpture etc.	Assess if students can accurately represent melodic contour.
1	Identify the chord changes (This could also be done through movement or body percussion).	Students accurately identify and place chord changes.
	Teach the song and sing it as a round.	Assess student intonation and ability to hold a part.

Guided / scaffolded inquiry: enabling students to acquire, process and represent information, to further develop understanding and challenge thinking

UGs	Learning experiences	Ongoing assessment and feedback
3	Students create a movement sequence in small groups to reflect the form and style of the piece.	Peer assessment of the effectiveness of the performances.
1	Teach the arrangement one part at a time. Allocate parts according to appropriate pitch levels and ability of students	Students play as a member of an ensemble Assess use of correct techniques when playing instruments.

Culminating performances: enabling students to demonstrate insights and demonstrate their understanding

UGs	Learning experiences	Ongoing assessment and feedback
1,2,3	Combine movement sequences with the ensemble arrangement and perform to a wider audience.	Video the performance. Student self-evaluation using a rubric.
1	Sing this piece as a round with the accompaniment. Discuss the similarities and differences.	Observe students thinking through their responses. Does it work? Why or why not?

Tips for teachers

When teaching the ensemble, all students should try all parts, then allocate parts according to their preferences / abilities.

The guitar chords of C and Am can be easily played on guitar. There are also very few chord changes.

The melody that moves mainly by step can be quite easily played on tuned percussion.

Resources and references

Music Express Upper Primary 1