# Content and Achievement Standards

Standard Number 1: Singing alone and with others, a varied repertoire of music.

***D.*** sing music written in two and three parts

# Objectives

Students will perform the song in rhythm, pitch, and learn how to sing in a ‘round.’ Students will then learn the difference between ‘unison’ and ‘harmony,’ and how it applies to a ‘round.’

# Materials

* *O Music, Sweet Music*
* Ukulele, Guitar, or Piano (optional)
* Course Packet

# Procedures

1. Students will listen as teacher models the song and maintains a steady tempo.
2. Students will echo teacher and learn verses in sections (each line being one section).
	1. Song can be sang in its entirety with teacher as material becomes familiar.
3. Teacher will then discuss ‘unison’ with the class.
	1. “We have just sang that song together in unison. Does anyone know what it means to sing in unison?” (If no, define: “Unison is when all the voices sing the same thing the exact same way.”) “Let’s sing it one more time in ‘unison,’ or all together.”
4. Teacher will then present the song as a ‘round’
	1. “Now that we know what unison means, let’s break into two groups. One group will start the song, and the other group will join in after them. This is what we call a ‘round.’”
	2. Teacher will guide and cue the two groups as the students sing the song as a ‘round’
5. Teacher will discuss ‘harmony’ with the class and how it applies to a ‘round’
	1. “Can anyone tell me what was different when we sang the song as a round? Were we singing in unison, or was it a little different?” (Discuss harmony and define)
6. If students have a strong grasp on the musical concepts, the teacher may start the song by himself, as the students join in for a second and third round.

**Assessment:**

Students will be able to sing in harmony by utilizing the concept of a ‘round’

 Students will evaluate their peers by listening to changes in dynamics.

**Follow-up Lessons:**

1. If students are struggling with the concept of ‘harmony’ or ‘round,’ practice the same song, or a different one, to reinforce these concepts
2. Have students learn or improvise a harmony on another song without the help of a round
	1. (For older Students) Discuss the difference between a ‘canon’ and a ‘round.’

“Textbook” Definitions:

**Canon**: a musical form in which a tune in imitated by individual parts at regular intervals; known as a round when each part is continuously repeated. In simple examples, such as "London Bridge is Falling Down," the successive voices enter at a same pitch and at the same speed. In more elaborate examples, such as the canons in J.S. Bach's keyboard work known as the Goldberg Variation, the voices may enter at different pitches and present the tune at different speeds or even backwards or upside down (in inversion).

**Round:** a canon in which the melody is sung by two or more voices in strict imitation (i.e., using the same notes) of the original statement, and in which all the parts repeat continuously. (See Canon.).”

**Harmony:** the combination of sounds of different pitch to form chord, which developed initially from the weaving together of two or more melodic lines; and, within the tonal system, the interrelationship of the major and minor chords based on each of the seven degrees of the scale. Although a sophisticated harmonic sense may be discerned in relatively early music, the modern sense of tonal harmony dates back only to the 17th century.

**Unison:** more than one instrument or voice playing the same notes simultaneously.