CHAPTER 3
STUMBLING ON H2

SUMMARY AND OBJECTIVES

LEARNING ACTIVITIES (selected)

SUMMATIVE
Skills: Unit I Assessment Rubric
Posture
Embouchure
Breathing
Sound Production
Articulation
Harmonic Series
Pitch Accuracy
Music Making

MUSIC
Creating
Anchor Standard #1
Generate musical ideas for various purposes and contexts.

Enduring Understanding
The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

Essential Question
How do musicians generate creative ideas?
See MUG1.1.2a-5a

Creating
Anchor Standard #2
Organize and develop artistic ideas and work.

Enduring Understanding
Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

Essential Question
How do musicians make creative decisions?
See MUG2.1.2a-4a

VISUAL ARTS
Creating:
Anchor Standard #1
Generate and conceptualize artistic ideas and work.

Enduring Understanding
Creativity and innovative thinking are essential life skills that can be developed.

Essential Question(s)
What conditions, attitudes, and behaviors support creative and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

PEOPLE, PLACES, AND ENVIRONMENTS
This theme helps learners to develop their spatial views and perspectives of the world, and to understand the relationships between people, places, and environments. Learners examine where people, places, and resources are located, why they are there, and why this matters. They explore the effects of the environment on human activities, and the impact of these activities on the environment. This area of study is crucial to informed civic decision-making about human-environmental relationships.

Essential Question
What are the physical and human characteristics of place? How do people change the environment, and how does the environment influence human activity?

Knowledge:
Physical changes in community, state, and region, such as seasons, climate, and weather; and their effect on plants and animals.

Processes:
Learners will be able to: Investigate relationships among people, places, and environments in the school community, state, region, and world through the use of atlases, data bases, charts, graphs, maps and geospatial technologies.

Products:
Learners demonstrate understanding by:
Creating illustrations and compositions to answer geographic questions about people, places, and environments.
See also: “Culture” #1 and “Time, Continuity and Change” #2

ENGLISH LANGUAGE ARTS
(grade 4)
Reading: Literature & Informational Text
4.1–3 – Key Ideas and Details; 4.4–6 – Craft and Structure; 4.7–9 – Integration of Knowledge and Ideas

Reading: Foundational Skills
4.3a – Phonetics and Word Recognition; 4.4 (a) (b) (c) – Fluency

Language
4.3 – Knowledge of Language; 4.4 -Vocabulary Acquisition and Use

Speaking & Listening
4.1 – Comprehension and Collaboration; 4.4 – Presentation of Knowledge and Ideas

Writing
4.3 - Text Types and Purposes

MATH
(grade 3)
Numbers and operations - Fractions
NFA.3A & NFA.3B - Develop understanding of fractions as numbers

SCIENCE
(grades K-4)

Matter and Its Interactions
PS1-1 – Develop a model to describe that matter is made of particles too small to be seen.

Energy
PS3.2 – Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat and electric currents.

SUMMARY
In Chapter 3, students will learn about the use of early musical instruments for hunting and think about possible origins of rhythmic and melodic music. They will discuss the ability of lip-blown instruments of increasing length to play more notes (overtones) and learn about the harmonic series of the natural trumpet. As students begin to experiment with variables associated with navigating the harmonic series, they will learn how to articulate in both a detached and connected (staccato and legato) manner, enabling them to play song-like and march-like music.

Key Words:
• Melodic
• Rhythmic

OBJECTIVES
Students will:
• Understand why Ragnar’s bison horn was important to the well-being of his group
• Learn how to play loudly
• Consider how and why the stick trumpet could play two notes
• Experiment with the variables associated with moving between notes of the harmonic series
• Contemplate the origins of rhythmic and melodic music
• Learn how to play (articulate) in a march-like and song-like manner

After reading or listening online to Chapter 3: Stumbling on H2, ask students how Ragnar’s horn made the bison stampede. Demonstrate making a loud sound and ask students to repeat. Ask students if their sound loud enough to frighten a herd of bison and discuss other musical instruments that have their origins in hunting.

Discuss the key words rhythmic as it relates to Ragnar’s story. Ask students to imagine carrying a heavy load through a forest playing their trumpets. Use this activity to help prepare students to improvise music for marching home.

Discuss the fact that the stick trumpet could play two notes and have students look over What’s a Natural Trumpet? and It’s All Greek to Mel, pointing out that longer trumpets play more notes.

Discuss the key word melodic as it relates to Ragnar’s story, and discuss how melodic music is different from marching music.

Go over variables associated with navigating the harmonic series and let students try each one in class time.

Complete activities under Practice Cave including Long Note, Harmonic Note, and Articulation Exercises, as well as Improvise and Play Along pieces as indicated.

Use online Listen & Play sound files in the classroom to help students learn how to use them at home.

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"Expanding brass education to the general music classroom using an interdisciplinary approach"