

DECORATE A MELODY

LESSON/ACTIVITY PLAN

OBJECTIVE:

1. Students will demonstrate understanding of melodic decoration and ornamentation through visual and aural identification.

ACTIVITIES:

1. Review the Class Notes: Artists PowerPoint presentation in order to remind and reinforce the idea of melodic ornamentation.
2. Select a short, simple melody – something everyone knows – such as *Mary Had a Little Lamb* or *Happy Birthday*. Show the notation if possible and play or sing in a straightforward manner.
3. Present a “decorated” version. For example, you could add a melodic turn on the “you” at the end of the first sentence of *Happy Birthday*, or a trill every time you sing “lamb” in *Mary Had a Little Lamb*. The effect might be a little humorous or over the top, but it will illustrate the point.
4. Take it a step further by showing them various symbols for trills, turns, and other ornaments. Select a few- maybe two or three- on which to focus. Learn their names, practice drawing them, and figure out exactly how to execute them. Wikipedia has a lot of information and a handy table.

[http://en.wikipedia.org/wiki/Ornament_\(music\)](http://en.wikipedia.org/wiki/Ornament_(music))

Once students have absorbed and mastered the names and the symbols, give them a written melody and ask them to re-notate using ornamentation. Use staff paper or a music notation software program if you have access. Ask students to perform their own works or ask them to swap with a classmate and perform each other’s works.

STANDARDS

These activities incorporate several aspects of the Minnesota Standards for the Arts, especially:

1. Grades 4 – 5. 1. Artistic Foundations. 2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable. Music. 4.1.2.3.1. Read and notate music using standard notation such as quarter, half and eighth notes and rests, the lines and spaces of the treble clef, and time signatures; Music 4.1.2.3.2. Sing and play alone and in a group demonstrating proper posture, breathing, technique, age-appropriate tone quality and expressive intent.





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