

Are You Sleeping Around the World – Major & Minor Lesson Plan

– Music in the Schools 2020-21

Rationale: Emotion in music is expressed in many ways. One way composers express emotion is through the use of tonality. Students can articulate their emotional response to music. They can deepen their knowledge of music through understanding of musical elements like tonality.

Objectives:

SWBAT describe the emotion they feel when listening to a piece of music.

SWBAT identify whether a musical selection is in major or minor tonality.

STANDARDS (MUSIC):

3.A.1.1 Music	ALL	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.
3.3.4.7.1 Music	Respond	7. Analyze and construct interpretations of artistic work.	1. Identify and describe <i>elements</i> that make contrasting <i>musical selections</i> different from each other.
3.3.5.9.1 Music	Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Describe a memory, feeling, or story associated with music that is listened to or <i>performed</i> .

MATERIALS:

See the curated list of recordings for the MIS 2020-21 repertoire.

[Mahler: Symphony # 1](#)

[Are You Sleeping Around the World:](#)

MPR Class Notes: [What’s the Difference Between Major and Minor](#) -

<https://www.classicalmpr.org/story/2015/04/13/class-notes-major-and-minor--whats-the-difference>

MPR [Class Notes Curriculum for Major and Minor:](#)

https://minnesota.publicradio.org/radio/services/cms/education/CNA_1920_CURR/major_minor_curr.pdf

PROCEDURE:

A melody known around the world -

How many know the song “Are You Sleeping?” – do you know any other lyrics that use this melody.

View the [Somali version of “Are You Sleeping”](#) and learn to sing the Somali lyrics.

Select two or three other cultures to view from the same website.

Compare these versions of the song: do they all use the same melody?

Give students an opportunity to connect their prior experiences of this melody. Perhaps they have heard it as “Where is Thumbkin” or another song. Give students an opportunity to describe their memories or stories associated with this song.

Teach the original lyrics in French.

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In our musical selection today, composer Gustav Mahler used this melody and changed it. See if you can hear when the melody is heard (raise your hand) and discover how the melody was changed:

Listen to [Mahler](#):

Mahler changed the melody by making it “minor” instead of “major”.

View this video for an explanation of major and minor in music:

<https://www.classicalmpr.org/story/2015/04/13/class-notes-major-and-minor--whats-the-difference>

Discuss the differences between major and minor with the students at their level of understanding. The technical definition of the major and minor scales is appropriate for upper elementary while primary grades students may focus on the difference in emotion evoked by major or minor selections.

Give students an age-appropriate definition of major and minor tonality.

Play selections from the MIS repertoire and have students identify the music as major or minor:

Beethoven: Ode to Joy – MAJOR

Mozart: Twinkle variations – MAJOR

Tchaikovsky: Serenade – MAJOR

Ponce: MAJOR

Grainger (Danny Boy) - MAJOR

Copland: Simple Gifts – MAJOR

Still: Nobody Knows – minor

Mahler: Symphony #1 – minor

EXTENSION:

Consider using the [ClassNotes lesson](#) to teach more about emotion in music and / or major & minor tonality.

The chart at the end of the curriculum can be used for students to compare the emotion and tonality of all the selections on the MIS program.