

**PURPOSE**

The purpose of this lesson is to develop students' ability to aurally identify and perform music that contains major melodies, minor melodies, or a combination of the two.

**KEY STUDENT OBJECTIVES**

- Aurally identify a melody in a major or minor key.
- Describe a minor melody as sad, serious, or reflective and a major melody as happy, upbeat, or triumphant.
- Perform a song containing both major and minor melodies.

Time	Standard	Classroom Resources	Music in This Lesson
Normal 30-45 min	MU.4.H.1.2^MU.4.H.2.1^MU.4.O.2.1^MU.4.S.1.2^MU.4.S.3.4^MU.4.S.3.5^DA.4.H.3.3^PE.4.C.2.2		<ul style="list-style-type: none"> <li>• Classroom instruments</li> <li>• Great Day</li> </ul>
Extended 30-45 min			

1. Major and Minor Melodies

🕒 2-3 min

- Have **Great Day** playing as students enter your classroom.
- Take attendance, if needed.

**Hint:** To get the fastest internet speeds, preview all your screens ahead of time so they are pre-loaded in your computer and close all open windows except for Quaver.



---

## 2. K8 Major Minor



---

## 3. Major or Minor?

 6-10 min

- Invite students to listen to the audio tracks and determine which ones have major melodies and which have minor melodies.
- After students listen and decide, discuss what factors led to their particular choice.
- Briefly discuss other musical elements that add unity and variety, tension and release, or balance to each piece.
  - Track 1 - **Walk Like A Mummy** (Minor)
  - Track 2 - **The Washington Post** (Major)
  - Track 3 - **A Minor Improv Song** (Minor)
  - Track 4 - **Agent V7** (Minor)
  - Track 5 - **Ode to Joy** (Major)
  - Track 6 - **In the Hall of the Mountain King** (Minor)



**Variation:** As time permits, replay the tracks and invite students to sing along or play percussion instruments if the song is an instrumental.

---

## 4. Major Minor Twinkle



---

## 5. What Did We Learn Today?

🕒 3-5 min

- Click on the bullet points to highlight and review the learning objectives.

**In today's lesson, we learned to...**  
4th Grade - Melody, Lesson 6

- Aurally identify a melody in a major or minor key.
- Describe a minor melody as sad or reflective and a major melody as happy or triumphant.
- Perform a song containing both major and minor melodies.

OVERVIEW KEY WORDS

6. What Did We Learn Today?

---

## 6. Connect with Music

🕒 10-20 min

Provide an opportunity for students to report their research findings on their selected songs.

- Ask students to share aloud the title of the song they researched and one of their favorite facts they discovered while answering the questions from the Connect with Music screen.
- Have students turn in their written work, and briefly discuss how understanding the origins and context of a song can influence the way people listen to it or perform it.

**Connect with Music**  
Think of a piece of music and select a button to explore connections.

Myself My Community Our World

History Other Subjects Culture

1. Connect with Music

---

## 7. Melody Major? or Melody Minor? 20-25 min

Together with students, create a major and/or minor melody using QComposer.

- This piece has 4 measures of Emin and 4 measures of Cmaj repeated (total of 16 measures).
- Collaborate with students to create a minor melody to accompany the Emin chords and a major melody to accompany the Cmaj chords.
- A chord has been placed at the beginning of each of the four measures to help with note choices.
- After the class has composed their melody, create TWO simple variations of that melody, reviewing the concept of theme and variations.
- Alternatively, create a variation by adding lyrics and classroom instrument parts (Emin and Cmaj bordun and rhythmic ostinatos).
- Press PLAY to listen to the piece (complete with variations), or perform the piece as a class.
- Briefly evaluate the result.

**ELE:** Creatives can be accessed by individual students at home, computer lab, or classroom, providing differentiated learning opportunities for gifted and talented students.

**Note:** For more information about how to use QComposer, see the Qtorial in the Quaver Lobby.



---

## 8. Great Day (Lyrics)

🕒 12-17 min

- Listen to the song, inviting students to identify sections that sound major or minor. Ask what music style this song represents. (pop ballad)
- Demonstrate (sing) the song with vocals OFF, having students echo.
- Ask if the mood brightens when song goes from minor to major. Also ask if the words have anything to do with setting the mood.
- Create two simple ostinati on different instrument types for students to learn by ear.
- Form two groups, having one group play one ostinato with the major section, and the other group play the second ostinato with the minor sections.
- Perform the song several times, giving the groups time to practice their parts.
- Reconfigure the class into three groups: two groups to play the ostinati, and the third group to perform movements.
- Invite the third group to create movements reflecting the minor key sections and contrasting movements reflecting the major key sections.
- Discuss how the music and movements complement each other. (Certain music makes you want to move your body. And moving your body helps you feel, interpret, and enjoy the music.)
- Play the song with tracks (vocals ON), inviting the groups to take turns performing their ostinati and movements.
- Instruct the students to quietly watch the other groups as they perform.
- After each performance, invite students to comment on the movements and ostinatos (including their own), and how well they felt the major and minor moods were expressed.
- If time, rotate group roles and repeat.
- **Note:** Briefly help students understand the importance of safety procedures in physical activities, such as this one (with movement).



The score and lyrics can be downloaded from Worksheets.

---

## 9. FL. Penta Puzzle

🕒 15-20 min

Invite students to compose and perform a C pentatonic melody using QComposer.

- A simple accompaniment track combining major and minor chords has already been loaded into QComposer (see red chord letters at top of play window - disable loop by pressing grey repeat sign in transport).
- Invite students to use the C major pentatonic scale to compose and notate a melody to go accompany the chords.
- Allow students to work individually (depending on available technology), or in small groups if needed.
- Demonstrate a few student-created melodies on a barred instrument, asking the class to echo on barred instruments.



**ELE:** Creatives can be accessed by individual students at home, computer lab, or classroom, providing differentiated learning opportunities for gifted and talented students.

**Note:** For more information about how to use QComposer, see the Qtorial in the Quaver Lobby.

---

## 10. Florida Folks Songs (Major and Minor)

🕒 10 min

Enhance student understanding of the rich folk heritage of Florida.

- Listen to each of these famous folk songs from Florida.
  1. Orange Blossom Special
  2. Alligator Dance
  3. Shove It Over
  4. Which Way My Baby Go
  5. Alma, Corazon, y Vida
- Discuss the lyrics, tempo, vocal styles and content of each song.
- Ask students which songs are major and which are minor.
- Invite students to evaluate their favorite song and give specific reasons for their choice. Ask them to name the elements or characteristics that make the song appealing to them.
- Emphasize that millions of songs, audio excerpts, and other media are downloaded from the internet everyday. (Some of the songs on this playlist were taken from the internet as well.)
- Discuss how important it is, however, to download all songs and media in a safe, responsible, and legal way! (The creators and owners of songs and other media deserve to be compensated for their work!)



---

## 11. Name that Song


 4-5 min

- Ask students to name a favorite "happy" song. Take two or three suggestions, and if they are well-known and singable, sing some of each together. (Click right side of screen to list songs on slide 2 with DRAW tool.)
- Ask students to name one or two popular "sad" songs. Again, if they have a singable melody, consider singing a bit of each together.
- Ask students why do they think the "happy" songs sound "happy" and the "sad" songs sound "sad?"



---

## 12. Major and Minor Melodies

 3-5 min

- Emphasize the fact that most happy and sad songs sound that way because of the keys in which they're written. (Click right side of screen to reveal slide 2.)
- Sad songs tend to be written in minor keys, producing melodies that sound sad, serious, or reflective.
- Happy songs tend to be written in major keys, producing melodies that sound happy, upbeat, or triumphant.
- On a keyboard, play a few major and minor chords and scales so students can get the sound of each in their ear.



**Connections (History/Literature):** Where did the happy/sad masks come from? The comedy/tragedy masks have been used as the universal symbols for theater since their origins in ancient Greece (around 200 BC). They also represent the two sides of the Greek god, Dionysus.