

Introduction to Intervals and Contour

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Grade: 5-7
General Music

Lesson Outline/Slide Notes

- 1.) Inform the class that today we will be discussing intervals.
Ask if any student thinks they might know what an interval in music is.
- 2.) Discuss the definition of an interval.
If projecting onto an interactive whiteboard or dry erase board, write the numbers to count from the bottom note to the top note.
- 3.) Inform students that intervals have a quality name that goes with their number. These are *Major*.
Play or sing for the students all the notes of the scale between the two notes of each interval, then just the bottom and top notes.
- 4.) Explain to students that these intervals are always *Perfect*.
Play or sing the intervals in the same way as those on slide 3.
Point out the meanings of *unison* and *octave*.
- 5.) Have students work on the intervals in the first part of their worksheet as you walk around to answer questions and observe their work.
When the majority of students are done, have students write their answers on the board either by calling volunteers or choosing at random.
- 6.) Repeat the activity from slide 5 with the second half of the worksheet.
- 7.) Explain that you are going to play some familiar songs, but with their intervals doubled. Have students write on their worksheet what they think each song is. Play the altered MIDI's in this order:
 1. Frère Jacques
 2. London Bridge
 3. Pop Goes the Weasel
 4. Twinkle, Twinkle Little Star
 5. This Old Man
 6. Mary Had a Little Lamb
 7. When the Saints Go Marching In
 8. Baa Baa Black Sheep
 9. Itsy Bitsy Spider
 10. Happy Birthday

- 8.) Now play each song unaltered and click the PowerPoint to display titles one at a time. After revealing each title, ask students to raise their hand if they recognized the song when its intervals were doubled. Write the number of students who recognize each title.
Ask students why they think they were able to identify so many songs despite them having strange intervals.
- 9.) Tell students this is the first part of *Twinkle, Twinkle Little Star*. The top line is the regular version and the bottom line has doubled intervals.
Draw connected lines to represent the intervals of the top line (lines slanted up represent ascending intervals, slanted down represent descending, and flat lines represent unisons).
Ask a student to come do the same for the bottom line.
- 10.) This slide is intentionally blank so that the lines drawn over slide 9 can be looked at without the music.
Ask students what the line diagrams have in common.
Refine student responses so that they see that both lines rise and fall in the same way.
- 11.) Explain to students that the shape formed by these lines is called the contour.
Because the songs with doubled intervals still had the same contour, it was still possible for the students to identify some of them.