

Title: Triad Building and Finding a Friend

Level: Grade 8 Instrumental Music

Connection to a Culminating Activity:

This lesson will help students connect intervals learned previously to build a major triad.

Overall Expectation:

Foundations: Theory and Terminology - Students will learn the make-up of a major triad using scale degrees, and will be able to play the three notes to make said chord. This will encourage students to make connections between intervals and other forms of musical patterns, melodies, or scales.

Specific Expectation:

C1.2: Apply the elements of music through performing, composing, and arranging music for a specific effect or clear purpose

C1.3: Create musical compositions in a variety of forms for specific purposes and audiences

C1.5 Demonstrate an understanding of standard and other musical notation through performance and composition

Learning Objectives:

Students will be able to understand how a major triad is created, and understand the importance of different scale degrees. Students will be able to perform a major triad with peers, and to match pitches and intonation. They will also be able to identify scale degrees and their triad components.

Success Criteria:

Students will demonstrate their learning through

- Capably and correctly creating triads by playing their note accurately
- Identifying the qualities of a major triad
- Engaging in discussion questions

Prior Student Knowledge Required:

In advance of the lesson, students must be building on the concept of intervals and different pitches. They must have a working understanding of a major scale and a major triad. They should be able to differentiate between the root, third, and fifth of a chord, and to be able to play those notes of the Bb concert scale.

Required Materials:

- Access to individual instruments
- White board and marker for teacher
- Piano to play triad pitches for students to hear
- Space in classroom (furniture moved out of the way for students to move about the room)

Universal Design for Learning is built into this lesson as it incorporates content that enables students from multiple intelligences to succeed, including:

- Discussions in class, in groups with peers (to help students with strong **linguistic** intelligence skills)
- Characteristics of triads and pitches written on the board (to help students with strong **spatial** intelligence skills)
- Interval training and practice singing/humming and playing, understanding distance between notes (to help students with strong **logical-mathematical** intelligence skills)
- Moving around the room to find pitch friends (to help students with strong **bodily-kinesthetic** intelligence)
- Using an online platform such as Jamboard, digital piano, text-to-speech or speech-to-text software (to help students require **accommodation**, or to teach this lesson virtually)

Outline of Lesson

Minds On: (5 minutes)

1. Review of intervals and singing with piano help
2. Discussion of a major triad - what does it sound like? How do different keys affect the sound? What happens when you double the root? Third? Fifth? What about adding notes like a seventh?

Activity 1: (25 minutes)

3. Write out the following on the board for students to visualize.

Bb C D Eb F G A Bb

1 2 3 4 5 6 7 8

4. Discuss the meaning of scale degrees, and their relationship with intervals.
5. Build a triad - explain the use of the third and fifth. What happens when one is missing? How does the sound change?
6. Discuss the intervals between the root and third, root and fifth, third and fifth.
7. Assign solfege to each note - Do-mi-sol - and sing triads ascending and descending with piano help.
8. Play the triads ascending and descending on instruments.
9. Split the class into thirds, assign one note to each group.
10. Have each group sing/hum the assigned pitch to build the triad. Experiment leaving out different groups to see how it changes the sound.
11. Switch to the next pitch - roots move to thirds, thirds move to fifths, and fifths move to roots.
12. Have students discuss their experiences - how did the sound change depending on who was singing/humming? How did it feel to build a triad as a class?

Activity 2: (25 minutes)

13. Have students take out their instruments and sit in a circle at the front of the class.
14. On the board, having chosen a Bb major triad for example, write the following:

Root/Scale degree 1: Bb Third/Scale degree 3: D Fifth/Scale degree 5: F

15. Explain the use of concert pitch and have students on transposing instruments to come up and write their specific notes underneath (ideally in a different colour to differentiate)
16. Have students practice playing a Bb concert together, then D, then F to understand the pitches and their sounds. Double check for proper fingerings and playing positions.
17. Again, divide the class into thirds, assign one note to each group.
18. Have each group play the assigned pitch to build the triad.
19. Switch to the next pitch in the order.
20. The teacher will now go around the circle, tapping a specific number on the shoulder of each student - one tap for the root, two for the third, and three for the fifth
21. Mix up the students so that they are not playing the same note as the person next to them.
22. Have students open their eyes and stand up (if possible), looking at the board to remember which pitch to play.
23. Students will then play their designated note, and find friends who are playing the same note as them without talking.
24. Once the class has broken up into three groups correctly, have students return to their seats.
25. Repeat steps 20-24 a few times so students get to play different notes of the triad.

Consolidation: (5 minutes)

26. Discuss the feelings of the group as to how it felt to be unsure how their part fit into the collective group sound.
27. Discuss the feelings of the group as to how it felt to find peers who were playing their pitch.

This lesson plan was written by Emma Barret (BMus, B.Ed) with Bandology Canada, Inc.

Edited by Alexander Wright (BMus, MA²) Music and Education Co-ordinator
www.bandology.ca

For comments or inquiries, please reach out to info@bandology.ca