

# 6 Unit 6 Intervals

Content Area: **Fine Arts**  
Course(s): **Music Theory**  
Time Period: **Marking Period 1**  
Length: **1 weeks**  
Status: **Published**

## Course Pacing Guide

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| Unit  | MP  | Weeks   |
|---|-----|---------|
| Basic Music Components: Melody, Pitch, Interval, Beat, Rhythm, Meter            | 1   | 1       |
| Music Notation and Symbols  | 1   | 1       |
| Melodic format – Treble, Bass, Alto and Tenor Clefs.                            | 1   | 1       |
| Rhythm – Whole, Half, Quarter, Eighth, Sixteenth notes and rests                | 1   | 1       |
| Meter, Simple/compound, Time signatures.  | 1   | 1       |
| Intervals, Major, minor, augmented and diminished                               | 1   | 1       |
| Major scale and Key Signatures  | 1   | 1       |
| Minor Scales (Natural, Melodic and Harmonic) and key signatures                 | 1   | 1       |
| Blues Scale, Pentatonic Scale   | 2   | 1       |
| Triads, Major and Minor   | 2   | 1       |
| Chord Progressions  | 2   | 1       |
| Modes   | 2   | 1       |
| Basic Cadences: Perfect Authentic, Plagal, Imperfect, and Interrupted/Deceptive | 2   | 1       |
| Basic music composition   | 2   | Ongoing |
| Ear Training/Sight Singing/Conducting   | 1-2 | Ongoing |
| BChord Inversions/Open chord structures   | 1-2 | 1       |

## Unit Overview

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Introduction to melodic/harmonic intervals:

- Major Intervals
- minor intervals
- Augmented intervals
- Diminished intervals

## Enduring Understandings

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- - Music is organized sound.  
Structure creates order and clarity in music. The main idea of most musical
  - compositions is expressed through the melody.
  - Layering two or more simultaneous sounds creates harmony.
  - Producing a series of sounds of repeated or varied duration creates rhythm. Timbre adds color and variety to sound.

## Essential Questions

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- - How is sound organized to make music?
  - How does the structure of a musical piece create its order and clarity?
  - How is melody created?
  - Is there good harmony and bad harmony?
  - What does harmony add to music?

- Can you have rhythm without beat?
- Why does each voice and instrument have its own timbre?

## **New Jersey Student Learning Standards (No CCS)**

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|                  |   |
|------------------|---|
| VPA.1.1.12       | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.  |
| VPA.1.1.12.B.1   | Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.                                  |
| VPA.1.1.12.B.2   | Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.   |
| VPA.1.1.12.B.CS1 | Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.          |
| VPA.1.1.12.B.CS2 | Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions. |
| VPA.1.3.12.B.2   | Analyze how the elements of music are manipulated in original or prepared musical scores.   |
| VPA.1.3.12.B.CS1 | Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.  |
| VPA.1.3.12.B.CS2 | The ability to read and interpret music impacts musical fluency.  |
| VPA.1.3.12.B.CS3 | Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.  |

## **Amistad Integration**

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### **African Rhythms**

- Discuss the construction of African polyrhythms.
- Discuss the role of rhythms in the african cultures.

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|-----------------|--|
| LA.RI.11-12.10b | By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above. |
| SEL.PK-12.1.2   | Recognize the impact of one's feelings and thoughts on one's own behavior                                |

## **Holocaust/Genocide Education**

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### **Life and Music of George Gershwin**

- Discuss life of George and Ira Gershwin
- Listening analysis:
- Rhapsody In Blue

- An American In Paris
- Cuban Overture

## Interdisciplinary Connections

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|                  |  |
|------------------|--|
| VPA.1.1.12       | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.   |
| VPA.1.1.12.B.CS1 | Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres. |
| CAEP.9.2.12.C    | Career Preparation   |
| CAEP.9.2.12.C.2  | Modify Personalized Student Learning Plans to support declared career goals.   |
| CAEP.9.2.12.C.3  | Identify transferable career skills and design alternate career plans.   |

## Technology Standards

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|-------------------|---|
| TECH.8.1.12.A     | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.  |
| TECH.8.1.12.A.1   | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems.  |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively.   |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes.   |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression.   |
| TECH.8.2.12.D.5   | Explain how material processing impacts the quality of engineered and fabricated products.  |
| TECH.8.2.12.D.6   | Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.           |

## 21st Century Themes/Careers

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| CAEP.9.2.12.C   | Career Preparation   |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |

## Financial Literacy Integration

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1. The State Board of Education shall require that a school district incorporate in each of the grades <sup>1</sup>[kindergarten] six<sup>1</sup> through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide <sup>1</sup>[elementary and]<sup>1</sup>middle school students with the basic

financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

## **Instructional Strategies & Learning Activities**

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- **I. Unit Five (mp 1)**
  - 1. **Instructional Strategies:**
    - Large Group instruction
    - Partner learning
    - Student led instruction
    - Self guided instruction
  - 2. **Content**
    - Intervals - Melodic and Harmonic
    - Major intervals
    - Minor intervals
    - Augmented intervals
    - Diminished intervals

## **Differentiated Instruction**

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- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Self-Directed Learning
- Debate
- LMS use
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Rubrics
- Learning Menus
- Learning Through Workstations
- Concept Attainment
- Mentoring

- Student Interest & Inventory Data

### **Formative Assessments**

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- Daily Teacher Observation of student feedback.
- Interval WS's 1-4
- Ear Training assessment

### **Summative Assessment**

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Written Quiz - Intervals

### **Benchmark Assessments**

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Benchmark - 95% of students in the class will achieve a score of 93 or higher on the summative assessment (Playing exam)

### **Alternate Assessments**

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- Oral response to questions in review of material.
- More time allotted for written assignments/assessments.
- Take Home projects/reviews/assessments.

### **Resources & Technology**

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- Select Concert Literature
- Macbook Pro- Computer system IOS platform
- Finale Music notation software.
- Apple TV/projector

## **BOE Approved Texts**

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### [BOE Approved Texts](#)

Select music literature.

Rhythm WS 1-8

## **Closure**

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Such as:

- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_ because \_\_\_\_\_."

## **ELL**

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- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks

- E-Dictionaries

## **Special Education**

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List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.



Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

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**At Risk**

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option

- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking