Unit 16 Chord Inversions/Open Chord structures

Content Area: **Fine Arts**
Course(s): **Music Theory**
Time Period: **Marking Period 2**
Length: **1-2 weeks**
Status: **Published**

Course Pacing Guide

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
Chord Inversions/Open chord structures	1-2	1

Unit Overview

Introduction to Open chord positions

Introductio to 1st and 2nd Inversion positions for chords

Enduring Understandings

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  o Music is organized sound.
    Structure creates order and clarity in music. The main idea of most musical
  o compositions is expressed through the melody.
  o
    Layering two or more simultaneous sounds creates harmony.

  o 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)

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
African Rhythms

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

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
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

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

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

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

1. The State Board of Education shall require that a school district incorporate in each of the grades [1][kindergarten] six[1] through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide [1][elementary and][1]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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  1. **Instructional Strategies:**
  o   Large Group instruction
  o   Partner learning
  o   Student led instruction
  o   Self guided instruction
- **2. Content**
- Chord Inversions WS. 1-3
- Ear Training Chord Inversions

Differentiated Instruction

- 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

- Teacher Observation
- Chord inversion WSs 1-4
- Chord Inversion Quiz

Summative Assessment

Written Test - Chord Inversions

Benchmark Assessments

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

Alternate Assessments

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

Resources & Technology

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

BOE Approved Texts

BOE Approved Texts

Select music literature.

Closure

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

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

Special Education

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.

504

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

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

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