

Content Area: Music
Course(s): Choir
Time Period: 1st marking period
Length:
Status:

Unit Title: Unit #2 Music Notation

Overview: Description of the Unit

Notational symbols for rhythmic duration will be studied, analyzed, and performed. Students will be able to identify, describe, perform and write rhythms.

NJSLA Standards

1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.

1.1.8.B.1 - Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

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.

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.

Primary Interdisciplinary Connections

Citizenship: The students will work together for the common goal of preparing and performing a concert.

Health and Anatomy - through the proper use of the body as the instrument.

21st Century Skills/Themes

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP12. Work productively in teams while using cultural global competence.

Content Statements

The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.

Common, recognizable musical forms often have characteristics related to specific cultural traditions.

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. 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.

Cumulative Progress Indicator (CPI) - [Example](#)

Enduring Understandings

Describe and label the symbols used to indicate pitch in music.
Identify pitches notated in treble and bass clef and using ledger lines.

Describe and label all symbols used to indicate duration in music.

Essential Questions

What does it take to be a successful choral singer?

Unit Learning Targets

Describe and label the symbols used to indicate pitch in music.

Identify pitches notated in treble and bass clef and using ledger lines.

Describe and label all symbols used to indicate duration in music.

Equipment/Materials Needed:

Staff lined white board

Piano

Teacher Resources

Teacher created rhythm reading examples

Teacher created pitch reading examples

Selection of appropriate literature

Worksheets

Assessments

Formative Assessment

Daily participation - teacher observation and student self evaluation.

Summative Assessment

Written test on rhythm symbols and relative durations

Musical performance

Modifications for Special Needs Students

IEP:

Projects are designed so teacher may add or omit criteria based on student needs.

Shortened assignments

Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences)

Additional time for test preparation

Review/testing matched to student pace

Test directions read/explained thoroughly

Oral, short-answer, modified tests

Emphasis on successes

Graphic Organizers

Student choice of texts, projects, writing prompts, etc.

Collaborate with after-school programs or clubs to extend learning opportunities

504:

Additional time for test preparation

Review/testing matched to student pace

Test directions read/explained thoroughly

Oral, short-answer, modified tests

Emphasis on successes

Graphic Organizers

Student choice of texts, projects, writing prompts, etc.

Collaborate with after-school programs or clubs to extend learning opportunities

ELL:

Shortened assignments

Extended time is allotted for students

Visuals/video provided where possible

Electronic translators

Provide work for completion or understanding to ELL teacher to continue during ELL class

G/T:

Projects are designed so teacher may extend criteria based on student needs.

Structure learning around explaining or solving a social or community-based issue

Provide electronic games, lessons, etc to encourage students to expand or move ahead of class learning.

Collaborate with after-school programs or clubs to extend learning opportunities

At Risk Failure:

Projects designed so teacher may add or omit criteria based on student need

Shortened assignments

Extended time allotted for students

Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their communities

Collaborate with after-school programs or clubs to extend learning opportunities and support

Various online learning opportunities to reinforce skills based on student needs

Provide students multiple choices for how they can represent their understandings

Additional time for test preparation

Directions written and read/explained thoroughly and in chunks

Emphasis on successes

Graphic organizers and other organizational aides

Student Success Team and implementation of RTI Interventions

Set goal plan with reachable goals and pathways and collaboration with parents

One-on-one conference with teacher to include feedback on work and progress toward meeting goals

Modifications: ELL, At-Risk, Special Education

1. Audio Books; accessibility features used on Chromebooks
2. Adapted texts
3. Graphic Organizers
4. Assessment modifications
5. Differentiated instruction

Teacher Notes

Curriculum Development Resources
