

Unit 1 - Fundamentals of Music

Content Area: **Fine and Performing Arts**
Course(s): **Exploring Music in Theory**
Time Period: **September**
Length: **18 Days**
Status: **Published**

Unit Overview

Students will be introduced to the basics of sound production and its properties. Students will gain a working knowledge of traditional notation including key and time signatures, the grand staff, and basic elements of composition and critique. Students will also be introduced to manuscript rules.

Essential Questions

- What goes into sound production?
- What is music?
- What is the connection of meter/pulse to a composition?
- What is the importance of good penmanship in manuscript writing?
- What makes symbols/clefs an essential component to music?
- Why is duration of sound and/or silence important to music?

Enduring Understandings

- Complimenting the basic elements of sound are the basic elements of notation. Both are essential to a musical lexicon and must be mastered in order to be able to effectively create, perform, and analyze musical work.
- Rhythm and meter are an integral part of music. From simple and compound meters to borrowed values the meter (time signature) and rhythmic signature of a piece of music are often specific and unique, and must be analyzed according to the criteria set forth in the study of music theory.
- The basic elements of sound are ever-present and a fundamental part of music. While not always obvious, it is vital that listening be done actively so as to ascertain, under any circumstance, what quality each of the elements possess.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
	With a growth mindset, failure is an important part of success.

Standards/Indicators/Student Learning Objectives (SLOs)

MU.9-12.1.3B.12acc.Cr1	Generating and conceptualizing ideas.
MU.9-12.1.3B.12acc.Cr2	Organizing and developing ideas.
MU.9-12.1.3B.12acc.Cr3	Refining and completing products.
MU.9-12.1.3B.12prof.Pr4	Selecting, analyzing and interpreting work.
MU.9-12.1.3B.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.9-12.1.3B.12prof.Pr6	Conveying meaning through art.
MU.9-12.1.3B.12prof.Re7	Perceiving and analyzing products.
MU.9-12.1.3B.12prof.Re8	Interpreting intent and meaning.
MU.9-12.1.3B.12prof.Re9	Applying criteria to evaluate products.
MU.9-12.1.3B.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.9-12.1.3B.12adv.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Performance Expectations

MU.9-12.1.3B.12acc.Cr1a	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
MU.9-12.1.3B.12acc.Cr2a	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines.
MU.9-12.1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
MU.9-12.1.3B.12acc.Cr3a	Identify, describe and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
MU.9-12.1.3B.12acc.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
MU.9-12.1.3B.12prof.Re7a	Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
MU.9-12.1.3B.12prof.Re7b	Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood and context, and describe how the analysis provides models for personal growth as a composer, performer and/or listener.
MU.9-12.1.3B.12prof.Re8a	Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.
MU.9-12.1.3B.12prof.Re9a	Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
MU.9-12.1.3B.12prof.Re9b	Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.
MU.9-12.1.3B.12adv.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
MU.9-12.1.3B.12adv.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Lesson Titles

- Accidentals - Students will learn how different symbols are used to indicate if pitches are raised or lowered.
- Composition - Students will learn how to compose a piece of music for any sound producing devices while inventing their own musical notation.
- Manuscript Application - Students will learn that proper and clean manuscript writing is essential to music performance.
- Note & Rest Durations - Students will learn how note values are related through the basic hierarchy of notes.
- Properties of Sound - Students will learn how sound is created through sound waves and how the properties of sound exist.
- Staff & Clefs - Student will learn how to identify the music staff and how each clef determines what pitch values musicians will utilize.
- Time Signatures - Students will learn how to meter is the driving force in determining the strong and weak beats in music.

Inter-Disciplinary Connections

LA.9-12.3.4	All students will listen actively to information from a variety of sources in a variety of situations.
LA.9-12.3.5	All students will access, view, evaluate, and respond to print, nonprint, and electronic text and resources.
TEC.9-12.8.1.12	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
TEC.9-12.8.2.12	All students will develop an understanding of the nature and impact of technology, engineering, technological design and the designed world as they relate to the individual, global society, and the environment.

Equity Considerations

Amistad Mandate

Topic: Listening Journal (used throughout the school year)

Materials Used: Music of artists like, but not limited to, Miles Davis / Scott Joplin / EWF / Ben E. King / Will Smith / Sammy Davis, Jr. / 5th Dimension / The Jackson 5 / Ella Fitzgerald / Run DMC / Count Basie / Richie Havens / Smokey Robinson / William Grant Still / Quincy Jones / Living Colour / Beyonce / John Coltrane / Darius Rucker with discussions of their musical contributions, careers, and lives.

Addresses the Following Component of the Mandate:

- Contributions of African Americans to our society

Climate Change

Topic: The production of sound has increased over time. Climate change is impacting the speed of sound. In addition, sound is used to measure global climate change.

Materials used: Current events article

Addresses the following Component of the Mandate

- Social

Instructional Strategies, Learning Activities, and Levels of Bloom/DOK

- Classwork & Homework
- Composition Critique
- Composition Project
- Demonstration of sound waves and sympathetic vibrations.
- Differentiate between simple and compound meter
- Discussion of the history of notation
- Identification of proper music calligraphy
- Introduce meter and how note groupings work
- Introduce musical notation & hierarchy of notes/rests
- Introduce the properties of sound
- Listening Journal

Modifications

- Determine where students' interests lie and capitalize on their inquisitiveness.
- Employ differentiated instruction to keep interest & success high.
- Encourage students to explore concepts in depth and encourage independent studies or

investigations.

- Give direction orally.
- Invite students to explore different points of view on a topic of study and compare the two.

ELL Modifications

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G & T Modifications

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities

- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Formative Assessment

- Anticipatory Set: Question of the Day
- Closure: 3-2-1, Exit Card, Sum It Up, Ticket Out The Door
- Homework

- Individual Feedback
- Rhythmic Dictation Quiz
- Sound Quiz
- Warm-Up: Daily Listening Journal

Summative Assessment

- Composition Project
- Meter Test
- Music Notation Test

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials

- Flash Cards

- Music In Theory and Practice Text
- Student Chromebooks

Technology

- Auralia Ear Training Software
- iTunes
- MicroTrakII Recording Device
- Musition Theory Software
- Promethean Board
- Sibelius Notation Software

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

TECH.8.1.12.B.CS2

Create original works as a means of personal or group expression.