

Unit 2 - Scales, Keys, and Modes

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

Unit Overview

Students will be able to construct a variety of scale types including major, all three forms of the minor, and accompanying modes. Students will also gain additional experience in transposition of key signatures and the relevance of the Circle of Fifths.

Enduring Understandings

- A solid foundation with major and minor scales is important when beginning the study of modes of the Medieval and Renaissance eras.
- Exposure to other prominent scales of the 20th century will improve the students' general understanding, in both written and aural form, of scalar function in musical works.
- Mastery of the Circle of Fifths is essential to fully understand transposition with and without a key signature.
- Recognizing the differences between major and minor scales is a skill that is essential to all musicians. Understanding the relationship between major scales and the various forms of the minor are necessary in order to begin analysis of musical excerpts.

Essential Questions

- How does the Circle of Fifths help to understand the relationship between key signatures?
- How have the modes changed since the Medieval and Renaissance eras?
- How is exposure to other scale types conducive to understanding musical styles as a product of scalar functions?
- What differentiates and how do you distinguish a major scale from a minor scale?
- What is the relationship between the "Church" modes and the diatonic major scale?
- Why is transposition important when reading a piece of music?

Standards/Indicators/Student Learning Objectives (SLOs)

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.Re7	Perceiving and analyzing products.
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.
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Performance Expectations

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.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.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

- Circle of Fifths - Students will learn how to build and use the Circle of Fifths to better understand the relationships of key signatures.
- History of Modes - Students will learn how the present day scales developed from the modes of the Medieval & Renaissance eras.
- Key Signatures - Students will learn how to create key signatures from the formulas of the major and natural minor scales.
- Major & Minor Scales - Students will learn how to create major & minor scales from a given formula
- Other Scales - Students will learn how to create pentatonic, whole tone, blues, & other 20th century scales from given formulas.
- Relative & Parallel - Students will learn how to build minor scales based on the relationship of the key signature.
- Transposition - Students will learn how the relationship between major & minor scales is based on the placement of half and whole steps.

Equity Considerations

LGBTQ and Disabilities

Topic: Listening Journal (used throughout the school year)

Materials Used: Music of artists like, but not limited to, Aaron Copland / Queen / Leonard Bernstein / Wendy Carlos / Carpenters (disabilities) / Django Reinhardt (disabilities) / Barry Manilow / Indigo Girls with discussions of their musical contributions, careers, and lives.

Addresses the Following Component of the Mandate:

- Social

Holocaust Mandate

Topic: Listening Journal

Materials Used: Music of composers like, but not limited to, Arnold Schoenberg with discussions of their musical contributions, careers, and lives.

Addresses the Following Component of the Mandate:

- Holocaust Studies

Inter-Disciplinary Connections

LA.9-12.3.2	All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
LA.9-12.3.5	All students will access, view, evaluate, and respond to print, nonprint, and electronic text and resources.
SOC.9-12.6.2.12	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

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

- Classwork & Homework
- Discussion on relative and parallel relationships
- Introduce key signatures & the Circle of Fifths
- Introduce modes (ionian, dorian, lydian, mixolydian, aeolian, locrian))
- Introduce other types of scales (chromatic, pentatonic, whole tone, & blues)
- Introduce scale patterns, pitch classes, & solfeggio
- Introduce the major scale formula
- Introduce the minor scale formulas (natural, harmonic, melodic)
- Listening Journal

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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
- 1:1 time during Delsea One
- Alternate or modified assessments for music style and genres

- Computer language settings to native language
- Digital translator for clarification
- Focus on domain specific vocabulary and keywords

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
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- 1:1 time during Delsea One
 - Allowing extra time for test, quizzes, and projects
 - Create alternate rubrics to accommodate the student's abilities
 - Permitting note taking but providing complete/correct notes to study from
 - Providing students with content vocabulary prior to the lesson (ie. frequency, hertz, tertian, etc.)

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
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- 1:1 time during Delsea One
 - Capitalize on the student's interests and allow them to explore their creativity through independent study

- Encourage free composing outside of the classroom
- Encourage students to explore more in-depth concepts through independent study
- Use of higher level questions to evoke the drawing of conclusion
- Use of more in-depth comments in listening journals

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
- Circle of Fifts Quiz
- Closure: 3-2-1, Exit Card, Sum It Up, Ticket Out The Door
- Group Sight Singing

- Homework
- Individual Feedback
- Key Signature Quiz
- Major Scale Quiz
- Minor Scale Quiz
- Modes Quiz
- Warm-Up: Daily Listening Journal

Summative Assessment

- Key Signature Test
- Modes Test
- Scale Formula 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
- 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.D.CS1

Advocate and practice safe, legal, and responsible use of information and technology.