

Unit 3 - Intervals & Transposition

Content Area: **Fine and Performing Arts**
Course(s): **Exploring Music in Theory**
Time Period: **November**
Length: **16 Days**
Status: **Published**

Unit Overview

Building on the students' knowledge of scales, keys, and modes, students will learn how to identify intervals within various scales. Students will also learn how to identify intervals as simple & compound and will explore basic transposition through investigation of traditional instrumentation.

Enduring Understandings

- A knowledge of simple and compound intervals and their inversions is required to understand and analyze musical passages that are both conjunct and disjunct.
- Understanding traditional orchestral and wind band instrumentation and specific instrument keys is necessary in developing transposition skills for composition.
- Western music of the "Common Practice Era" consists of two interval groups: Perfect and Major.

Essential Questions

- Explain the relationship between an interval and its inversion.
- How does interval transposition differ from clef transposition and when would each be utilized?
- How is a knowledge of instrument transpositions helpful when beginning the compositional process?
- What is the relationship between simple and compound intervals?
- Where can the Perfect & Major/Minor interval groups be found in music and how are they formed?
- Why is interval recognition, both written & aural, an essential skill?

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.

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). With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities.
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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

- Augmented & Diminished - Students will learn how intervals can be larger or smaller by the addition of accidentals.
- Instrument Transposition - Students will learn how the construction of orchestral and band instruments establishes an instruments key.
- Interval Inversions - Students will learn how the order of the interval becomes an important aspect of music.
- Perfect & Major/Minor - Students will learn how the "Common Practice Era" interval groups are formed and how they are related to scales.
- Simple vs. Compound - Students will learn how the distance of the pitches from one another dictate the type of interval.

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

Inter-Disciplinary Connections

LA.9-12.3.3

All students will speak 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.

Equity Considerations

Asian American Pacific Islander

Topic: Listening Journal

Materials Used: Music of artists like, but not limited to, Israel "IZ" Kamakawiwo'ole with discussions of their musical contributions, careers, and lives.

Addresses the Following Component of the Mandate:

Instructional Strategies, Learning Activities, Levels of Blooms/DOK

- Classwork & Homework
- Discussion of consonance vs. dissonance
- Introduce interval families (perfect & major)
- Introduce interval inversions
- Introduce methods of transposition (intervallic & clef)
- Listening Journal
- Transposition Project

Formative Assessment

- Anticipatory Set: Question of the Day
- Augmented & Diminished Interval Quiz
- Closure: 3-2-1, Exit Card, Sum It Up, Ticket Out The Door
- Homework
- Individual Feedback
- Interval Inversion Quiz
- Perfect, Major, & Minor Interval Quiz
- Warm-Up: Daily Listening Journal

Summative Assessment

- Intervals Test
- Transposition Project

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.CS2

Demonstrate personal responsibility for lifelong learning.