Unit 5 - Structural Elements of Music

Content Area: **Fine and Performing Arts**
Course(s): **Exploring Music in Theory**
Time Period: **March**
Length: **10 Days**
Status: **Published**

Unit Overview

Basic analysis of music will be explored by identifying authentic, plagal, half, and deceptive cadences. Students will learn how to recognize and construct various nonharmonic tones within a short chorale.

Enduring Understandings

- Cadences are considered a "musical punctuation," which aid in the identification of phrases and phrase structures.

- Within music are sounds that are both consonant and dissonant. Those tones that are dissonant are considered to be "outside" of the chord that is sounding and are identified as "nonharmonic tones."

Essential Questions

- How are the various types of cadences utilized?

- How do composers use nonharmonic tones to give interest to otherwise ordinary musical lines?

- How has the use of cadences and nonharmonic tones changed from the Medieval Period to the 20th century?

- Why is an "authentic cadence" considered the strongest in finality?

- Why is the rhythmic placement of the nonharmonic tone important?

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.

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

• Accented Nonharmonic Tones - Students will learn how to construct and identify nonharmonic tones that happen "on the beat."

• Cadence History - Students will learn how cadences have developed and changed from the Medieval era through the 20th century.

• Cadence Types - Students will learn how cadences are constructed using Roman numerals.

• Elements of Music - Students will learn how the five structural elements of music exist in all music.

• Other Nonharmonic Tones - Students will learn how dissonant sounds can considered nonharmonic tones that are not traditional.

• Unaccented Nonharmonic Tones - Students will learn how to construct and identify nonharmonic tones that happen "off the beat.".

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).

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 of the Structural Elements of Music (sound, harmony, melody, rhythm, form)
- Discussion on rhythmic cadences
- Introduce harmonic cadences (authentic, plagal, half, deceptive)
- Introduce nonharmonic tones (accented and unaccented)
- 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
- Cadence Quiz
- Closure: 3-2-1, Exit Card, Sum It Up, Ticket Out The Door
- Homework
- Individual Feedback
- Nonharmonic Tones Quiz
- Warm-Up: Daily Listening Journal

Summative Assessment

- Cadence & Nonharmonic Tones Unit 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

- • 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.