Unit 1 - Fundamentals Of Music

Content Area: **Fine and Performing Arts**
Course(s): **Advanced Placement Music Theory**
Time Period: **September**
Length: **10 Days**
Status: **Published**

Unit Overview:

Students will be introduced to the basics of sound production and it's 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 in to 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.

Standards/Indicators/Student Learning Objectives (SLOs):

MU.9-12.1.3B.12adv.Cr1	Generating and conceptualizing ideas.
MU.9-12.1.3B.12adv.Cr2	Organizing and developing ideas.
MU.9-12.1.3B.12adv.Cr3	Refining and completing products.
MU.9-12.1.3B.12acc.Pr4	Selecting, analyzing and interpreting work.
MU.9-12.1.3B.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.9-12.1.3B.12acc.Pr6	Conveying meaning through art.

MU.9-12.1.3B.12acc.Re7	Perceiving and analyzing products.
MU.9-12.1.3B.12acc.Re8	Interpreting intent and meaning.
MU.9-12.1.3B.12acc.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.

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 heirarchy 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.

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). There are strategies to improve one's professional value and marketability. Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Inter-Disciplinary Connections:

LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking 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

Holocaust Mandate

Topic: Not Applicable

Materials Used:

Addresses the Following Component of the Mandate:

LGBTQ and Disabilities Mandate

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 Reinhart (disabilities) / Barry Manilow / Indigo Girls with discussions of their musical contributions, careers, and lives.

Addresses the Following Component of the Mandate:

- Social

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

- Economic
- Political
- Social

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Not Applicable

Materials Used:

Addresses the Following Component of the Mandate:

Modifications

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:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- 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

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs,

and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- 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

Instructional Strategies, Learning Activities, and Levels of Blooms/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 & heirarcy or notes/rests
- Introduce the properties of sound
- Listening Journal

Summative Assessment:

- Composition Project
- Marking Period Assessment
- Meter Test
- Music Notation Test

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

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 Materials and Standards

- 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.B.CS2	Create original works as a means of personal or group expression.

Computer Science and Design Thinking Standards