Unit 2 - Scales, Keys, and Modes

Content Area: **Fine and Performing Arts**
Course(s): **Advanced Placement Music Theory**
Time Period: **October**
Length: **12 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:

- 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?

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.

Standards/Indicators/Student Learning Objectives (SLOs):

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.Re7	Perceiving and analyzing products.
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:

- 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 signtures 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.

Career Readiness, Life Literacies, & Key Skills:

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: 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:

- Bias
- Bigotry
- Bullying
- Prejudice

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

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Not Applicable

Materials Used:

Addresses the Following Component of the Mandate:

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

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

Summative Assessment:

- Key Signature Test
- Marking Period Assessment
- Modes Test
- Scale Formula Test

Formative Assessment:

- Anticipatory Set: Question of the Day
- Circle of Fifths 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

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