Unit 4 - Chords

Content Area: **Fine and Performing Arts**
Course(s): **Advanced Placement Music Theory**
Time Period: **December**
Length: **15 Days**
Status: **Published**

Unit Overview:

Through application of skills acquired in Unit 3 (Intervals and Transposition) students will learn how to identify and construct chords. Analytical skills will be developed through use of figured bass, Roman numerals, and popular music symbols.

Essential Questions:

- How are "popular music symbols" used as a shorthand for harmonization?

- How are the various inversions of chords built and how are they designated?

- How has the use of 18th century figured bass evolved into the "popular music symbols" used today?

- How is figured bass used as a shorthand for harmonization?

- What is the relevance of assigning names to the specific scale degrees?

- Why are Roman numerals the preferred method for analysis over scale degree names?

- Why is a knowledge of intervals important in constructing chords?

Enduring Understandings:

- Harmonic analysis requires a solid foundation in identifying scale degree names as well as Roman numerals. Mastery of these two elements is essential to understanding and utilizing figured bass and "popular music symbols."

- How is figured bass used as a shorthand for harmonization?

- Understanding how triads/chords and their inversions are constructed is essential to harmonic analysis.

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:

• Figured Bass - Students will learn how the 18th century style of symbols and numbers aid in the harmonic structure of a piece of music.

• Popular Music Symbols - Students will learn how the development of a modern music shorthand developed from figured bass.

• Roman Numerals - Students will learn how the use of Roman numerals aids in the construction of chords as well as how they aid in chord progressions.

• Scale Degree Names - Students will learn how the names of each step of the scale are created and the purpose of these names.

• Triad & Seventh Chord Inversions - Students will learn how the order of the notes in the chord determine the inversion.

• Triads & Seventh Chords - Students will learn how to construct triads and seventh chords based off of major and minor scales.

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.
SOC.6.2.12	World History/Global Studies: 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.
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

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 primary triads in popular music
- Discussion on the history & development of harmony
- Introduce 7th chords
- Introduce figured bass
- Introduce harmony, chords, & triads
- Introduce popular music symbols
- Introduce Roman numerals
- Introduce scale degree names
- Introduce triad inversions and 7th chord inversions
- Introduce triad types (major, minor, augmented, diminished)
- 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:

- Chord Unit Test
- Marking Period Assessment

Formative Assessment:

- Anticipatory Set: Question of the Day
- Closure: 3-2-1, Exit Card, Sum It Up, Ticket Out The Door
- Figured Bass Quiz

- Homework
- Individual Feedback
- Major & Minor Key Roman Numeral Quiz
- Major, Minor, Augmented, Diminished Triad Quiz
- Popular Music Symbol Quiz
- Scale Degree Name Quiz
- Triad & 7th Chord Inversion 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.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.

Computer Science and Design Thinking Standards