

Unit 5 - Cadences & Nonharmonic Tones

Content Area: **Fine and Performing Arts**
Course(s): **Advanced Placement Music Theory**
Time Period: **January**
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.

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?

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."

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:

- 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 be 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:

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 Reinhardt (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 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

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:

- Cadence & Nonharmonic Tones Unit Test
- Marking Period Assessment

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

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 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
