

# Unit 7 - First Species Counterpoint

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

## Unit Overview:

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Students will be introduced to 16th century style composition as codified by famed music scholar J.J. Fux. Additionally, students will examine the various types of motion and their restrictions.

## Essential Questions:

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- Can "harmonic cadences," as learned in Unit 5, exist in Species Counterpoint?
- How is "counterpoint" restrictive to the compositional process of Species Counterpoint?
- How is a "cantus firmus" limiting from a compositional standpoint?
- What constitutes a "good" melody?
- What is the relationship between the rules of motion and the resulting intervals?

## Enduring Understandings:

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- Resulting material from the period represents a limited harmonic vocabulary with seemingly unadorned melodies.
- Sixteenth-century composition was limited in its range of intervals and motion.

## Standards/Indicators/Student Learning Objectives (SLOs):

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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.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.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Lesson Titles:

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- Composing First Species Counterpoint - Students will learn how to compose a "cantus firmus" and "counterpoint" in the style of J.J. Fux.
- Melodic Characteristics - Students will learn how to compose a "good" melody through rules of 16th century compositional techniques.
- Two-Part Voice Leading - Students will learn how to create simple harmony by the interaction of two voices.
- Types of Motion - Students will learn how the interaction of two voices creates a variety of types of motion.

## **Career Readiness, Life Literacies, & Key Skills:**

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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:**

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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**

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### **Amistad Mandate**

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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

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## **Holocaust Mandate**

Topic: Not Applicable

Materials Used:

Addresses the Following Component of the Mandate:

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## **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

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## **Climate Change**

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## **Asian American Pacific Islander Mandate**

Topic: Listening Journal

Materials Used: Music of artists like, but not limited to, Krzysztof Penderecki with discussions of their

musical contributions, careers, and lives.

Addresses the Following Component of the Mandate:

- Political
- Social

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### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

- Classwork & Homework
- Counterpoint Critique
- Counterpoint Project
- Discussion on the characteristics of a "good" melody
- Discussion on the principles of voice leading
- Introduce beginning and ending counterpoints
- Introduce motion between voices (parallel, similar, oblique, contrary)
- Introduce species counterpoint
- Introduce voice leading
- Listening Journal

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### **Modifications**

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#### **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

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#### **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:**

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- 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**

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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:**

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- First Species Counterpoint Composition
- Marking Period Assessment

## **Formative Assessment:**

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- Anticipatory Set: Question of the Day
- Closure: 3-2-1, Exit Card, Sum It Up, Ticket Out The Door
- Counterpoint Errors Quiz
- Homework
- Individual Feedback
- Motion Errors Quiz
- Warm-Up: Daily Listening Journal

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Benchmark Assessments**

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Skills-based assessment

Reading response

Writing prompt

Lab practical

## **Resources & Materials:**

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- An Introduction to the Principles of Species Counterpoint Text
- Music In Theory and Practice Text
- Student Chromebooks

## **Technology Materials and Standards**

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- 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**

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