

# Unit 9 - Sight Singing & Dictation

Content Area: **Fine and Performing Arts**  
Course(s): **Advanced Placement Music Theory**  
Time Period: **September**  
Length: **71 Days**  
Status: **Published**

## Benchmark Assessments

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Skills-based assessment

Reading response

Writing prompt

Lab practical

## Unit Overview:

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Students will develop the skills to sing a melody at sight using solfeggio syllables. Students will also learn how to notate prescribed rhythmic and melodic passages.

## Essential Questions:

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- How does dictation aid in other aspects of music?
- How does the use of Moveable "DO" facilitate the sightsinging process?
- What is the purpose of sightsinging?
- Why is dictation (rhythmic & melodic) an integral part of the learning process for musicians?

## Enduring Understandings:

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- A mastery of sight singing is essential to a student's ability to focus their efforts on audiation rather than rote learning.
- Rhythm, melody, and harmony are elements that appear in all music. The ability to notate what is heard is an integral part of the learning process of every musician.
- The use of solfeggio (moveable "DO") when sightreading provides an organized and universal method for recognizing pitches by sight.

## 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.Pr4	Selecting, analyzing and interpreting work.
MU.9-12.1.3B.12adv.Pr6	Conveying meaning through art.
MU.9-12.1.3B.12adv.Re7	Perceiving and analyzing products.

## Lesson Titles:

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- Melodic Dictation - Students will learn how to use their auditory skills to decipher different simple melodies performed.
- Rhythmic Dictation - Students will learn how to use their auditory skills to decipher different rhythms performed.
- Sight-singing - Students will learn how to use solfeggio to sing melodies on sight.

## 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: Not Applicable

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

## **Holocaust Mandate**

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Topic: Not Applicable

Materials Used:

Addresses the Following Component of the Mandate:

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): Not Applicable

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Climate Change**

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## **Asian American Pacific Islander Mandate**

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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:**

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- Classwork & Homework
- Harmonic dictation practice
- Listening Journal
- Melodic dictation practice
- Rhythmic dictation practice
- Sight singing practice (group & individual)

## **Modifications**

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### **ELL Modifications:**

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- 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:**

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\*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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- Harmonic Dictation Tests (periodically throughout the school year)
- Marking Period Assessment
- Melodic Dictation Tests (periodically throughout the school year)
- Rhythmic Dictation Tests (periodically throughout the school year)
- Sight Singing Tests (periodically throughout the school year)

### **Formative Assessment:**

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- Harmonic Dictation Quizzes
- Homework
- Individual Feedback
- Melodic Dictation Quizzes
- Rhythmic Dictation Quizzes
- Sight Singing Quizzes

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials:**

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- A New Approach to Sight Singing 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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