

# Unit 3: Notation

Content Area: **Fine and Performing Arts**  
Course(s): **M.S. Choir**  
Time Period: **September**  
Length: **Throughout the school year**  
Status: **Published**

## Unit Overview

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- Throughout this unit, students will study and apply to choral literature various forms of notation and other music symbols. This will include: Standard Pitch Notation, Standard Rhythmic Notation, Kodaly Hand Signs, Solfege Syllables, Rhythmic Counting, Ties and Slurs, Codas and Repeats, Measure Markings.

## Essential Questions

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How do musicians make creative decisions?

How do musicians improve the quality of their creative work?

## Career Readiness, Life Literacies, and Key Skills

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|------------------|---|
| CRP.K-12.CRP2    | Apply appropriate academic and technical skills.  |
| CRP.K-12.CRP2.1  | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| WRK.9.2.8.CAP.1  | Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.   |
| WRK.9.2.8.CAP.5  | Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.   |
| WRK.9.2.8.CAP.9  | Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.   |
| WRK.9.2.8.CAP.11 | Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.   |
| WRK.9.2.8.CAP.15 | Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.   |

## Enduring Understandings

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Musicians' creative choices are influenced by their expertise, context and expressive intent.

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

## Inter-Disciplinary Connections

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|---------------|--|
| LA.RST.6-8.4  | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.                                   |
| LA.RST.6-8.7  | Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).  |
| LA.WHST.6-8.4 | Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.  |
| LA.WHST.6-8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

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

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|------------------------|-----------------------------------|
| MU.K-12.1.3C.12nov.Cr2 | Organizing and developing ideas.  |
| MU.K-12.1.3C.12int.Cr2 | Organizing and developing ideas.  |
| MU.K-12.1.3C.12nov.Cr3 | Refining and completing products. |
| MU.K-12.1.3C.12int.Cr3 | Refining and completing products. |

## Performance Expectations

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|-------------------------|---|
| MU.K-12.1.3C.12nov.Cr2a | Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.                                |
| MU.K-12.1.3C.12int.Cr2a | Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.                                       |
| MU.K-12.1.3C.12int.Cr3b | Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.        |
| MU.K-12.1.3C.12nov.Cr3b | Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal. |

## Lesson Titles

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- Cudas and Repeats-The students will identify codas and repeats in a piece of music and map out the order of the piece of music reflected in these symbols.
- Form-The students will identify the form of a piece of music and use this form to aid them in learning a given piece of music.
- Kodaly Hand Signs-The students will define the Kodaly Hand signs and use the in assigning pitches to notes as an aid to begin sight singing.
- Measure Markings-The students will identify measure markings and use these as a way to communicate about a piece of music.
- Rhythmic Counting-The students will assign values to notes and use these to identify rhythmic

patterns in music.

- Solfege Syllables-The students will assign solfege syllables to notes in a major key as an aid to begin sight singing.
- Standard Pitch Notation-The students will define and utilize the notes on the traditional staff as it applies to their voice part.
- Ties and Slurs-The students will differentiate between ties and slurs and assign rhythmic values to the notes in a tied or slurred set of notes.

## **Equity Considerations**

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## **Asian American Pacific Islander Mandate**

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## **LGBTQ & Disabilities Mandate**

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## **Climate Change Mandate**

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## **Holocaust Mandate**

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## **Amistad Mandate**

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## **Instructional Strategies/Learning Activities/Levels of Blooms/DOK**

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- Discussion
- Find elements in music across all historical eras and genres
- Full Voice Workbooks
- Kodaly Hand Signs
- Read new music

- Rhythmic counting
- Sing
- Solfege
- Warm down
- Warm up
- Worksheets
- Written assignments

## **ELL Modifications**

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- Allow student to edit with teacher comments the first attempt at a graded written assignment
- Alternate assessment options....physical demonstration
- Be flexible with time frames and deadlines
- Focus on domain specific vocabulary and keywords
- Group students
- Offer alternate/or modify assessments
- Repeat, reword, clarify
- Tap prior knowledge
- Use graphic organizer

## **IEP and 504 Modifications**

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- Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test
- Focus on domain specific vocabulary and keywords
- Less questions/notes per page
- Modeling and showing lots of examples
- Non-verbal redirection of behaviors
- Providing students with content vocabulary prior to teaching a lesson including that vocabulary
- Providing study guides that don't lead the student to study too much extraneous information
- Reducing homework length to just those tasks most important for review
- Rewording questions so that there are not higher level vocabulary within the question
- Speaking to students privately when redirecting behaviors
- Teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days

## **G & T Modifications**

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- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

- Avoid drill and practice activities.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling
- Refrain from having them complete more work in the same manner.
- Student led/directed discussions

## **At Risk Modifications**

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- AE time
- Allow student to edit with teacher comments the first attempt at a graded written assignment
- Hands-on Instruction
- Modeling and showing lots of examples
- More resources/supports
- Non-verbal redirection of behaviors
- Providing students with content vocabulary prior to teaching a lesson including that vocabulary
- Retesting
- Review, restate, reword directions
- Slower pacing of materials
- Speaking to students privately when redirecting behaviors
- Study guides
- Testing modifications
- Visuals

## **Formative Assessment**

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- Discussion
- Full Voice Workbook
- Performance check points
- Question and answer
- Thumbs up, thumbs down, thumbs sideways
- Worksheets
- Written check points

## **Summative Assessment**

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- Full Voice Workbook
- Marking Period Assessments

- Performance Rubrics
- Written Assignments
- Written tests

## **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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- Full Voice Workbook
- Gimkit
- Kahoot
- Notation websites
- Noteflight
- Quizlet
- Sibelius
- Worksheets

## Technology

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- Chromebook
- Gimkit
- Google Classroom
- Kahoot
- Promethean Board
- Quizlet
- Sibelius

TECH.8.1.8

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.8.1.8.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.8.A.CS1

Understand and use technology systems.

TECH.8.1.8.A.CS2

Select and use applications effectively and productively.