

Unit 3: Bass Clef

Content Area: **Fine and Performing Arts**
Course(s): **Exploratory Music**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview

In this unit the students will learn how to utilize the bass clef. This will include both drawing and identifying notes in the bass clef.

Essential Questions

- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Enduring Understandings

- Individual's selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how create(s) or performer(s) manipulate the elements of music.

Standards/Indicators/Student Learning Objectives (SLOs)

MU.6-8.1.3A.8.Re7b	Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
MU.6-8.1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

Lesson Titles

- Application of bass clef melodies to the Glockenspiel
- Bass Clef Project
- Creating an original bass clef story
- Introduction to Bass Clef-naming notes
- Traditional notation systems in non-western music

Career Readiness, Life Literacies, and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries. Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Inter-Disciplinary Connections

LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).

Equity Considerations

Asian American Pacific Islander Mandate

LGBTQ & Disabilities Considerations

Climate Change Mandate

Holocaust Considerations

Amistad Mandate

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- They will conclude the unit by reading music in the Bass Clef and playing songs on instruments and

trying to determine what songs they are playing.

- By the conclusion of this unit students will have worked through all levels of Bloom's Taxonomy
- They will begin on the bottom with the acquisition of knowledge of the Bass clef.
- They will then create their own projects, and original Bass Clef story
- They will work their way up as they practice using the Bass clef and naming and drawing notes.

ELL Modifications

- Create alternate rubrics for assessments
- Offer alternate/modify assignments and assessments where possible
- Read aloud assessments
- Repeat, reword, clarify
- Use flashcards
- Use flashcards
- Use graphic organizers
- Use of Quizlet, musicteacher.com, and kahoot as well as other online resources with instruction provided in both English and their native language

IEP & 504 Modifications

- Create alternate rubrics for assessments
- Offer alternate/modify assignments and assessments where possible
- Read aloud assessments
- Repeat, reword, clarify
- Use flashcards
- Use graphic organizers
- Use of Quizlet, musicteacher.com, and kahoot as well as other online resources with instruction
- Use visuals

G & T Modifications

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- 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.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Encourage students to make transformations- use a common task or item in a different way.

- Higher level discussion questions
- Listening Journal responses related to higher levels of Bloom's Taxonomy
- Student led/directed discussions

At Risk Modifications

- AE time
- Modeling
- Non-verbal redirection of behaviors
- Reducing homework length to just those tasks most important for review
- Retesting
- Review, restate, reword directions
- Slower pacing of materials
- Speaking to students privately when redirecting behaviors
- Study guides
- Visuals

Formative Assessment

- Exit Ticket
- Level of understanding packets
- Review
- Thumbs up/down
- Worksheet

Summative Assessment

- Bass Clef Story Project

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

- Bass Clef Packet
- Glockenspiel
- Review worksheet
- Song sheet

Technology

- Bass Clef Review websites
- Blooket
- Chromebooks
- Gimkit
- Google Classroom
- Google Slides
- Kahoot
- Promethean Board
- Quizlet

TECH.8.1.8.A.CS1

Understand and use technology systems.

TECH.8.1.8.A.CS2

Select and use applications effectively and productively.

