

Unit 1: Music Theory

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

Unit Overview

The students will develop skills to utilize notes and rests on the grand staff, as well as how to use rhythms in varying time signatures.

Essential Questions

- How do musicians make creative decisions?
- How do performers select repertoire?

Enduring Understandings

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Standards/Indicators/Learning Objectives (SLOs)

| | |
|-------------------------|--|
| MU.6-8.1.3A.8.Cr2 | Organizing and developing ideas. |
| MU.9-12.1.3D.12prof.Cr2 | Organizing and developing ideas. |
| MU.6-8.1.3A.8.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. How do musicians make meaningful connections to creating, performing and responding? |
| MU.6-8.1.3A.8.Cn11 | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. |
| MU.6-8.1.3A.8.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |

Lesson Titles

- Bass Clef
- Grand Staff
- Introduction to staff
- Measures, Bar Lines, Double Bar Lines
- Note values

- Rest Values
- The Value of a Dot in Music
- Time Signatures
- Treble Clef
- Visually analyzing music that is written outside of the standard notation - avant garde, other countries, non-western, other ethnicities and cultures, etc

Career Readiness, Life Literacies, and Key Skills

| | |
|------------------|---|
| | The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. |
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| 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.2 | Develop a plan that includes information about career areas of interest. |
| WRK.9.2.8.CAP.3 | Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. |
| 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. |
| WRK.9.2.8.CAP.16 | Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills. |
| | An individual's strengths, lifestyle goals, choices, and interests affect employment and income. |
| | Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income. |

Inter-Disciplinary Connections

| | |
|-----------------|---|
| LA.WHST.6-8.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| LA.WHST.6-8.2.A | Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. |
| LA.WHST.6-8.2.B | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| LA.WHST.6-8.2.C | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| LA.WHST.6-8.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

Equity Considerations

Asian American Pacific Islander Mandate

LGBTQ & Disabilities Mandate

Climate Change Mandate

Topic: Explore Sustainable Sounds

Upcycled Instruments: Introduce students to the concept of reusing and repurposing materials to create instruments. Discuss the impact of manufacturing new instruments and the value of using discarded materials like plastic bottles, cardboard boxes, metal cans, or even natural materials like twigs and leaves.

Nature's Symphony: Guide students to explore the sounds of nature as a source of inspiration. Listen to recordings of rain, wind, birdsong, or flowing water and brainstorm how to recreate these sounds with their junk instruments. This connects music to environmental awareness and appreciation for natural soundscapes.

Rhythm of Change: Challenge students to create rhythms that represent different aspects of climate change, like rising sea levels, melting glaciers, or the energy of wind turbines. This encourages musical creativity and reflection on environmental issues.

Addresses the Following Component of the Mandate: The political, economic, and social impact of climate change, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

- The Junkyard Symphony Project: <https://junkyardsymphony.org/> - Explore this organization's work creating instruments from recycled materials and get inspired by their DIY instrument tutorials.
- Instructables: <https://www.instructables.com/> - Browse through a vast collection of user-created projects, including several on building instruments from recycled materials.
- The Garbage Band: <https://www.mysuncoast.com/video/2023/04/21/making-music-out-trash-with-garbage-men-band-suncoast-view/> - This real-life band plays music exclusively with recycled instruments, demonstrating the creative possibilities.
- The Climate Reality Project: <https://www.climateRealityproject.org/> - Explore their educational resources, including music-related activities and connections to climate issues.
- The National Center for Climate Education: <https://ncics.org/> - Find lesson plans and resources on

climate change, some of which incorporate music and artistic expression.

- The Youth Climate Strike: <https://fridaysforfutureusa.org/> - Connect with this youth movement and explore their creative ways of raising awareness about climate change through music and other arts.

Holocaust Mandate

Amistad Mandate

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

- Students will receive daily lessons in aspects of Music Theory.
- They will start on basic levels of Bloom's and work their way up as they analyze and evaluate and make corrections to music theory as it applies to music.

ELL Modifications

- Be flexible with time frames and deadlines
- Focus on domain specific vocabulary and keywords
- Offer alternate/or modify assessments
- Offer resources for specific topics in primary language
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Repeat, reword, clarify
- Tap prior knowledge
- Use graphic organizer

IEP & 504 Modifications

- Allowing co-teaching with general education and special education teachers in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group

- 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 per pag
- Modeling and showing lots of examples
- Monitoring student moods/behavior fluctuation patterns to report to casemanager
- Non-verbal redirection of behaviors
- 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

- Argumentation and debate
- 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. (Is there a specific career they are interested in? How would this apply to their interest?)
- Employ differentiated curriculum to keep interest high.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling
- Student led/directed discussions

At Risk Modifications

- AE help
- 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
- Reducing homework length to just those tasks most important for review
- Review, restate, reword directions
- Slower pacing of materials
- Speaking to students privately when redirecting behaviors
- Study guides
- Testing modifications
- Visuals

Formative Assessment

- Blooket
- Google Classroom written review
- Kahoot
- Level of understanding
- Music Theory Worksheets
- Quizlet
- Sharing of student work in the Google Classroom
- Study Guide
- Thumbs up/down

Summative Assessment

- Music Theory Lessons 1-16
- Music Theory Unit Test

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

Resources & Materials

- Music Theory Worksheets
- Self created Google docs and Forms
- Self created videos
- Theory Lessons 1-16

Technology

- Chromebook
- Gimkit
- Google Classroom
- Kahoot
- musictechteacher.com
- Promethean Board
- Quizlet
- Website Music Theory Games

| | |
|------------------|--|
| 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.D.CS1 | Advocate and practice safe, legal, and responsible use of information and technology. |
| TECH.8.1.8.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |
| TECH.8.1.8.F | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |