Music Literacy

Content Area: **Vocal Music**
Course(s): **Vocal Music**
Time Period: **Generic Time Period**
Length: **36 Weeks (Ongoing)**
Status: **Published**

Unit Overview

True music literacy develops the ability to hear what is seen and see what is heard. Solfege, dictation, composing, and rhythmic dictation will give meaning to the pitch names and note values learned through music theory. Students will participate is various daily activities that will build their sight-singing skills in regards to rhythm and scale degrees. Developing these skills will help students learn their concert repertoire quicker and more autonomously.

Standards

VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

Essential Questions

- How can our understanding of the elements of music make us better singers and enable us to enjoy listening to music?
- How can understanding pitch relationships make us better singers and performers?
- Why is it important to read and write the language of music? How is music a form of communication?
- How can sight-reading fluency increase the learner's academic performance in other classes?

Application of Knowledge: Students will know that...

- Achieving literacy in music significantly enhances the singer's enjoyment and appreciation of music.
- Becoming a performing artist takes more than talent. It takes perseverance and dedication through intricate training.
- Developing good rehearsal habits will enhance our relationship to and understanding of our repertoire, thus making our performance more effective.
- Reading and notating music are essential to music literacy.

Application of Skills: Students will be able to...

- apply acquired sight-singing skills to choral repertoire.
- define music symbols used in a musical score.
- follow a single line with the vocal score.
- identify pentatonic, diatonic, and chromatic melodic patterns aurally.
- improvise/compose works by manipulating symbols and the elements of music.
- read and perform with reasonable accuracies melodies and rhythms of assigned exercises.
- translate music terms from Italian, Latin, French, and German into English

Assessments

Formative:

- Teacher observation of musical performances
- participation and understanding
- checklists (student daily evaluation) & solo and ensemble performance rubrics
- audition preparation
- student journaling
- criteria and goal setting activities.

Summative:

- Sight-singing quiz that students can perform solo or in pairs for. The sight-singing example will utilize mostly simple rhythms and intervals. Students will perform the selection with solfege syllables.

Suggested Activities

Activity Examples:

- Teach interval identification using song examples students are familiar with. Training through echo, drill, games, daily sight reading and/or rhythm dictation.
- Ear Training practice using pentatonic, diatonic, and chromatic worksheets.
- Score search worksheet for octavos that students are currently learning
- Have students mark their vocal part in the score in pencil. Play "Where did we stop?" game. Solicit specific page and measure from students during class discussion.
- Study words used for dynamics and tempo in music. Perform music with D.S./D.C. for application.

- Highlight connections between daily sight singing and patterns that exist in repertoire.
- Call and response, question-answers, assigned compositions using specific elements (dotted rhythms, syncopation, various meters, 1st & 2nd endings, etc.)

Activities to Differentiate Instruction

- Use of visual, auditory, and kinesthetic learning styles
- peer scaffolding to support learning
- adjusting questions
- peer and teacher modeling for demonstration
- acceleration/deceleration
- hands-on tools (tongue depressors, mirrors, books on abdomen) for reinforcement
- rubrics.

Integrated/Cross-Disciplinary Instruction

ELA: Visual literacy, discipline specific vocabulary

Math: attend to precision, make sense of problems and persevere in solving them, model with mathematics, look for and make use of structure

Technology: Exposure to/use of multimedia approaches to learning

Resources

The Easy Rhythm Sight-Singing Series, Volumes 1 - 3 by Hank Beebe. Masterworks Press, 1999.

Let's Get Started! First Steps in Sight-Singing by Jerome Gries. Masterworks Press, 2001.