Modes and Form

Content Area: **Arts**
Course(s): **Music Theory**
Time Period: **Semester 1 & 2**
Length: **entire MP**
Status: **Published**

Standards

1.3E.12prof.Cr1a	Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.
2.2	Recognize the skills needed to establish and achieve personal and educational goals
2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
1.3B.12prof.Cr2a	Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
1.3B.12prof.Cr2b	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
1.3B.12prof.Cr3a	Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
1.3B.12prof.Cr3b	Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
LA.RST.11-12.4	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 11-12 texts and topics.
1.3B.12prof.Pr4a	Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
1.3B.12prof.Re7a	Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
1.3B.12prof.Re7b	Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood and context, and describe how the analysis provides models for personal growth as a composer, performer and/or listener.
1.3B.12prof.Re9b	Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Enduring Understanding

1. Students will understand the derivation and unique sonic characteristics of various musical modes, and their relationship to the familiar major scales.
2. Students will understand how musical phrases interact and connect to form larger structural relationships within a composition.
3. Students will understand how to apply their knowledge of musical components, relationships, and conventions to analyze existing patterns and predict musical effects in complex combinations.

Essential Questions

1. How are modes related to the familiar major scales?
2. Why do modes sound diffent than the scales to which they are related?
3. What types of phrase relationships can be found within a composition?

Resources

- Barron's Music Theory Textbook with specific exercises
- Piano for specific listening exercises via Barron's
- Sight Singing Text
- Technology associated with current lesson based on Barron's text and AP prep
- Staff paper
- Chromebooks
- Google suite/Classroom
- Aurelia software (computer program)
- Musition software (computer program)
- AP Classroom (online)

Knowledge and Skills

- Modes
- Phrase Relationships
- Common Formal Sections

Transfer Goals

1. Students will independently be able to identify modes, phrase relationships, and larger musical forms within various compositions.

2. Students will independently be able to analyze both performed and notated music to uncover its structural and modal characteristics.

Assessment

Assessments

Modifications

Modifications