# Unit 1 - Elements of Music and Note Recognition Copied from: Music Theory 2, Copied on: 02/21/22

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# MUSIC THEORY 2, GRADES 10-12

# Elements of Music and Note Recognition

**Belleville Board of Education**

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Board Approved:

## Unit Overview

The purpose of this unit to educate students on how to effectively analyze any type of music down to its essential parts: Melody, Harmony, Rhythm, Tone Color, Form, and Expression. By the end of this Unit, students will be able to define and utlize the elements of music in order to analyze audio examples using provided terminology. In order to discuss music intelligently, we must learn about the language used to do so. We will also fouc son basics of note recongtion and clefs. For MT2 students, this will entail less common clefs such as Tenor/alto clefs and double sharps/flats. This will also serve as a review/introduction to note identification on the keyboard.

## Enduring Understandings

- Melody contains the concept of pitch. Students will be able to differentiate between high/low.
- Students will learn Note Recognition in all clefs and identify notes on the keyboard
- Rhythm is our understanding of music through time

- Form is the structure of music
- Harmony is the support of music through combinations of notes that relate to the melody
- Tone Color is the quality of sounds as well as what is making the sound
- Expression is comprised artistic components such as Dynamics, Text, Articulation, Phrasing
- Clefs decide how notes arranged on the staff, and this arrangement differs with each clef
- Accidentals effect the sound of the pitch as well as their location on the keyboard
- The piano is comprised of 88 keys containing diatonic and chromatic notes

## Essential Questions

- What are the elements of music?
- How do the elements of music work together in order to affect the whole product of music?
- How can we use the elements of music in order to analyze music in our daily lives?
- What are Clefs, The Staff, and the Keyboard?
- How do we identify notes on the Piano?

## Exit Skills

- Identify the elements of music
- Identify and construct notes on the staff in Bass,Treble,Alto, and Tenor Clefs
- Identify and perform notes on the staff using an acoustic/digital piano

## New Jersey Student Learning Standards (NJSLS)

| | |
|---|---|
| VPA.1.1.12.B.1 | Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions. |
| VPA.1.3.12.B.CS2 | The ability to read and interpret music impacts musical fluency. |
| VPA.1.3.12.B.CS3 | Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.RL.7.2 | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| LA.W.7.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

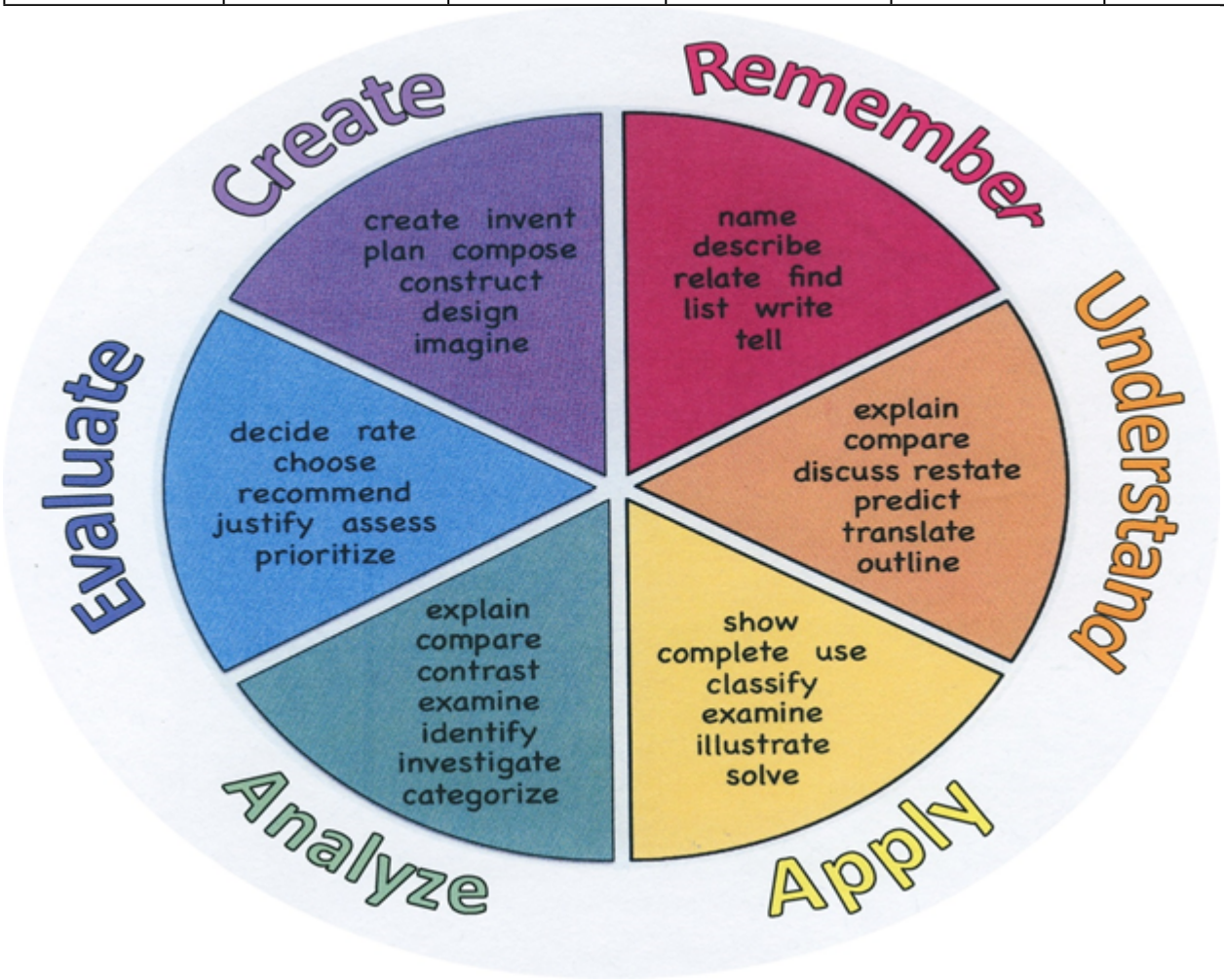
## Learning Objectives

- Identify the Elements of Music and use them to Analyze musical examples
- Idenitfy Notes on the staff by interpreting their location on the staff
- Use Knowledge of the Piano in to connect notes on the staff to where they are on the keyboard.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |

| | | | | | |
|---|---|---|---|---|---|
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



## Suggested Activities & Best Practices

- If combined with Music Theory 1, ask MT2 students to assist in introductory lessons with begginer students.
- Encourage students to bring in music examples in order to utlize the elements of music
- Introduce the Keyboard and Clefs simultaneously to reinforce the connection between the two.

## Assessment Evidence - Checking for Understanding (CFU)

- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Exit Tickets
- Fist- to-Five or Thumb-Ometer
- Illustration
- Learning Center Activities
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Socratic Seminar
- Study Guide
- Think, Write, Pair, Share
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

- AP Music Theory by Barron
- Music: An Appreciation by Roger Kamian
- Music for Sight Singing by Ottman and Rogers

## Ancillary Resources

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not not needed or used.

Please list all additional resources that will be used to strengthen this unit's lessons.

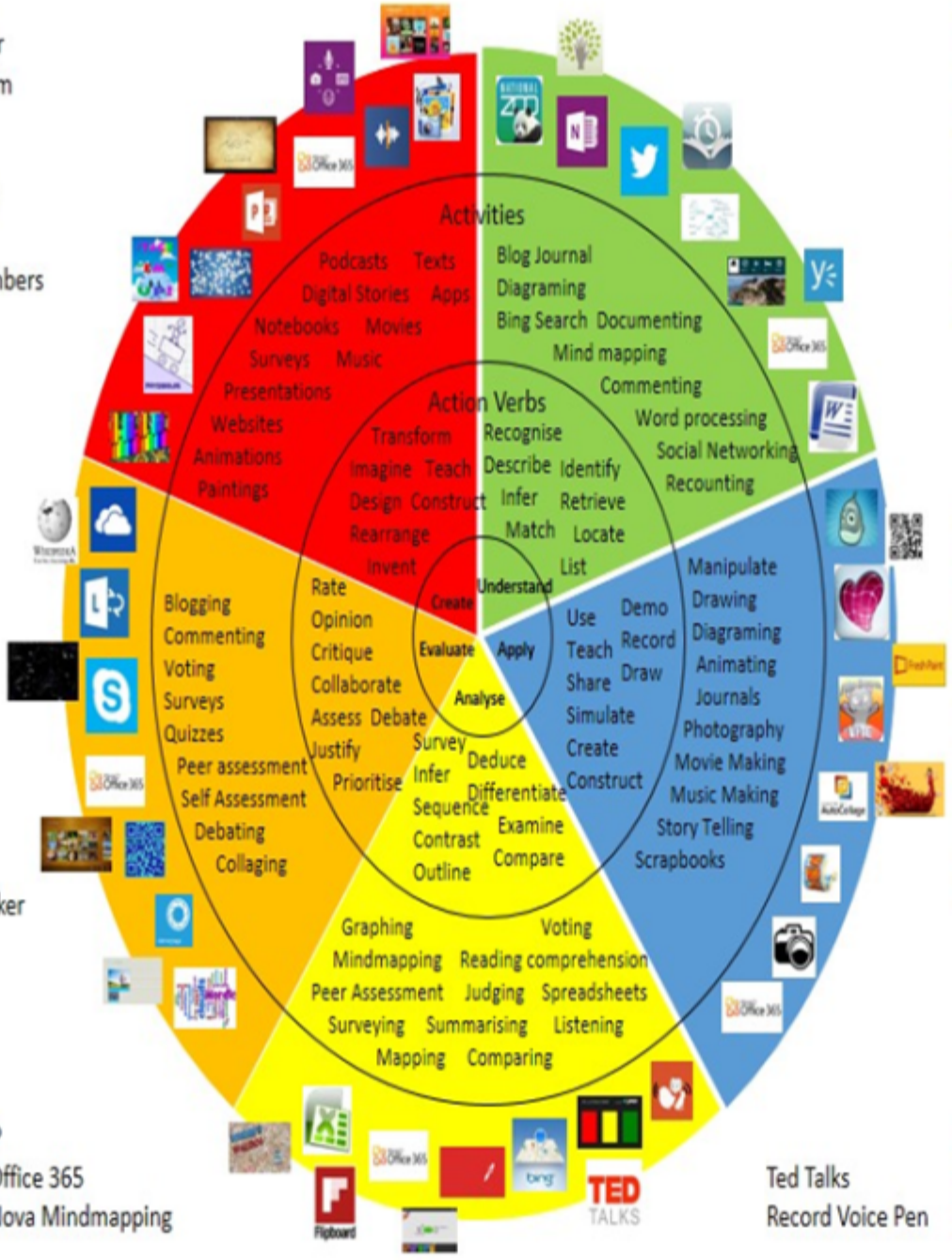
## Technology Infusion

- Assignments posted on Google Classrooms
- MusicTheory.Net games and Puzzles
- Chrome Music Lab for Music Creation
- Online Digital Pianos

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

| | |
|---|---|
| 9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

- Pairing Oral Instruction with Visuals : Use of Powerpoints that connect to oral presention followed my manipulative practice using the smart TV
- Students will be partnered/group heterogenously in order to foster a student run learning environment.

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers

- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

- Qualified students will recevive extra time for assignments and assessments

- Qualifies students may also use notes fro open book.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format

- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- Decreased workload of writing based assignments. Allow a verbal option for option for assessment for students to show mastery.
- Students may receive less writing assignments regarding the elements, but more note identification problems.

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- Student may break up assignments into smaller pieces
- Elements of music readings may be optional with summarizing powerpoint given instead,

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Advanced students will be responsible for on the spot problem c reation for other students tpo identify
- Students will be encouraged to work on their own out of the AP Music Theory book when ahead of plan.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit

- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

**Unit Name:**
Elements of Music

**NJSLS:**
1.3.5.B.3 - Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts
Interdisciplinary Connection:

1.3.8.B.3 - Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.

1.2.12.B.1 - The ability to read and interpret music impact musical fluency

**Statement of Objective:**
SWBAT create a definition of Music Based on Traits they choose.

**Anticipatory Set/Do Now:**
Students will log on to the google classroom and meet in the Google Meet Link.
Students answer the question "What is music?"

**Learning Activity:**
Teacher will ask students what they deem necessary for someone to consider something music.

Beat? Rhythm? Pitch? Notes? Lyrics?

We will watch videos regarding definitons music, and go back to redefine and refine our traits in order to create our class definition of music.

**Student Assessment/CFU's:**
Hand Signals (Thumbs Up,Down)
Exit Ticket

**Materials:**
Laptop
Whiteboard
Staff Paper

**21st Century Themes and Skills:**
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP12. Work productively in teams while using cultural global competence.

**Differentiation:**
Vocalizing before writing
Notes will be printed/posted on GC after lesson.

**Integration of Technology:**
Students are using Chromebooks