Unit 6 - Sight Singing Copied from: Music Theory 2, Copied on: 02/21/22

Content Area: **Music**
Course(s): **Music Theory 2**
Time Period:
Length: **6 Weeks , Grades 10-12**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Music Theory 2, Grades 10-12

Unit 6 Sight Singing

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Mr. Raymond Sentina

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

Unit Overview

Utlizing the voice and the inner ear is essential for musical practice and understanding. Using short musical exceprts and applying the scale degree system and solfege will further the students' proficiency in their own practice. This unit will focus on introducing those skills and being able to instantly analyze short excerpts and perform those excerpts using solfege (Do, Re, Me/ 1-2-3).

Enduring Understandings

- Solfege and Scale Degrees
- Moveable Do VS Fixed Do
- Basic Conducting techniques
- Basic Vocal Techniques
- Major VS Minor Scale singing

Essential Questions

- How does Solfege give us the ability to sight sing musical excerpts?
- How does conducting help us keep time while sight singing?
- What are basic warm up techniques to practice before sight singing new excerpts?

Exit Skills

- Students will be able to sight basic exercises in simple and comppound meter using Solfege

New Jersey Student Learning Standards (NJSLS)

VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.1.12.B.CS2	Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.

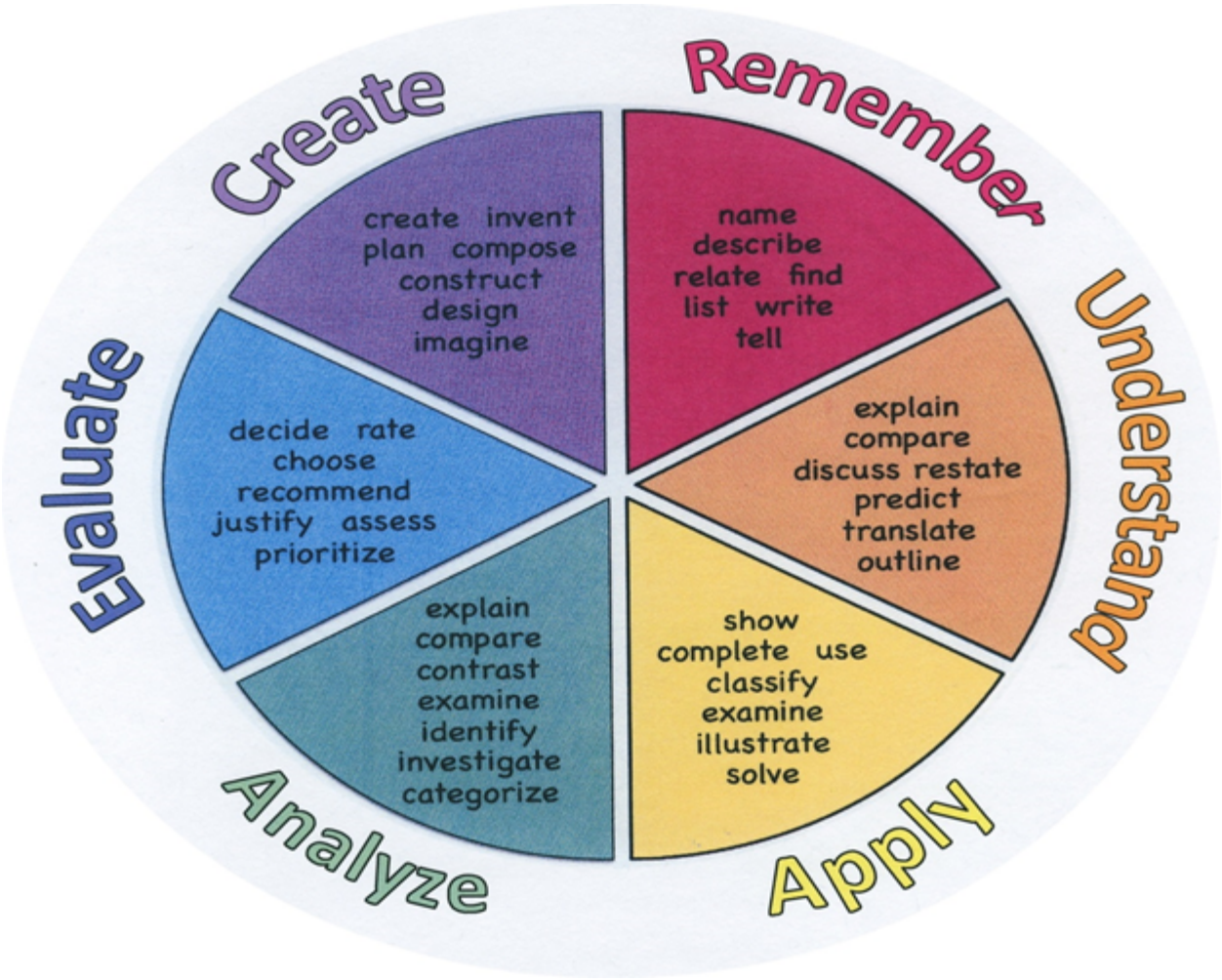
Interdisciplinary Connections

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Learning Objectives

- Develop basic sight singing skills
- Combine knowledge of scales and harmony to hear music using audiation
- Indicate Trends in western music to make connections to the music
- Perform Musical excerpts without hearing them played first.

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

- Start with simple meter so students can master pitch
- Review scales in Major and Minor, have students sign through them
- Have student "tonocize" before each exercise
- Ask probing questions regarding the key signature and time signature to set them up for success

Assessment Evidence - Checking for Understanding (CFU)

- Unit Tests: Students will take a unit test to determine the amount of information they have retained regarding musical form and analysis.-summative assessment
- Think, pair, share-formative assessment
- Written reports-alternate assessment
- Create a Multimedia poster-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share

- Think, Write, Pair, Share
- Top 10 List
- 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
- Tonal Harmony

Ancillary Resources

- Teacher generated worksheets
- Scores of choral and instrumental music

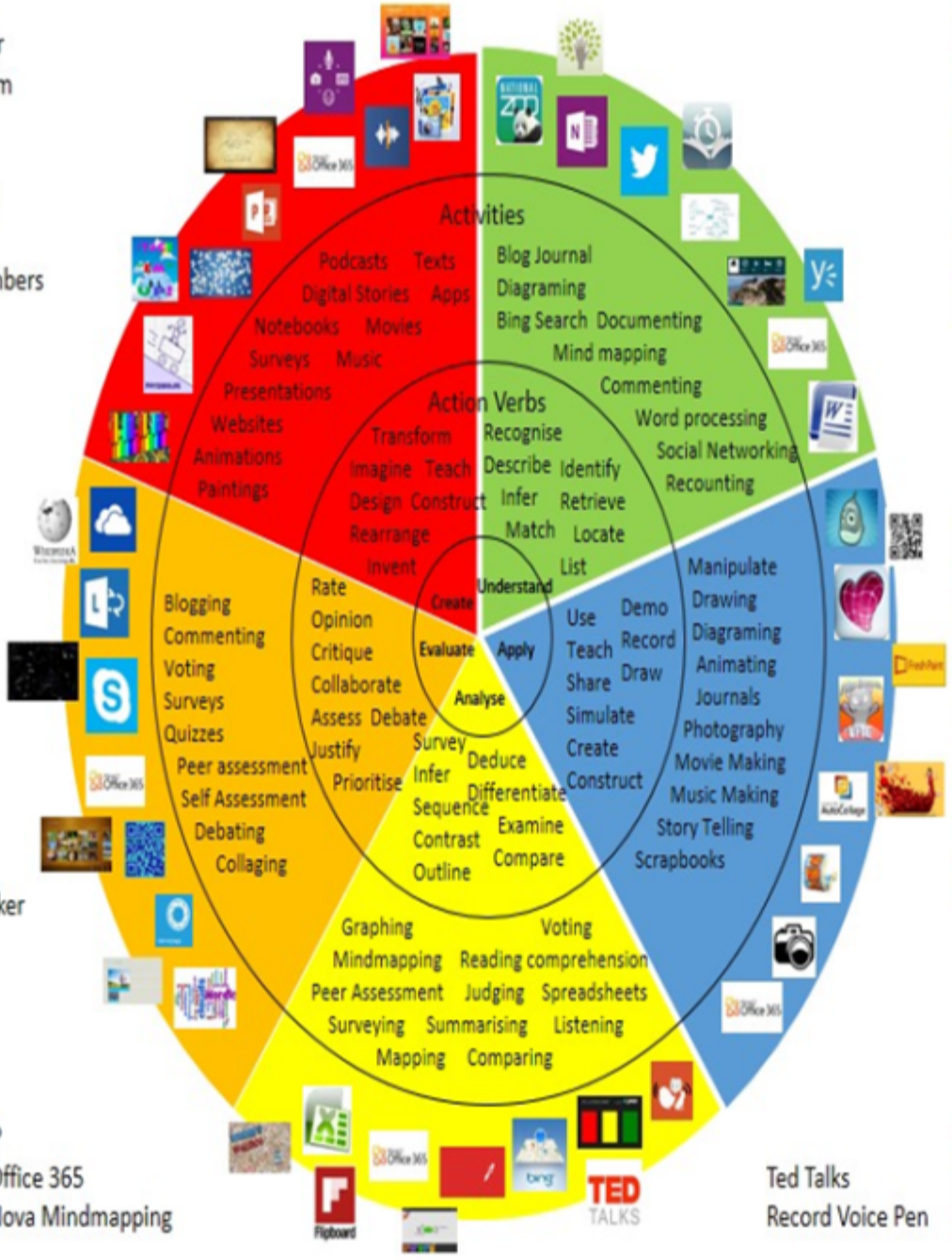
Technology Infusion

- 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

TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.

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

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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.

21st Century Skills

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

- Health Literacy

Differentiation

- Repeat directions: Students will repeat directions to ensure they understand the task at hand.
- Study guides: Students will be provided study guides as needed.
- Varried Supplimentat materials: The teacher will present the students with a varaiety of supplimental materials that is equal to the students' individual experience and ability levels.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- 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)

- Teacher initiated weekly assignment sheet: The teacher will created a weekly assignment sheet, for those students in need, to help ensure students are copleting their assignments on time.
- Qualified students will recevive extra time for assignments and assessments
- Qualified students may also use notes for 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

- Decreasing the amount of work presented or required: The amount of work required will be reduced for the students that require such a reduction in product
- Student may break up assignments into smaller pieces
- 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 creating examples for other students to identify/decipher/solve
- Students will be encouraged to work on their own out of the AP Music Theory book when ahead of plan.
- Allow students to work at a faster pace: Students that are able to work ahead of the rest of the class will be allowed to do so.

- 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:
Sight Singing

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 to determine and write in the counts to given rhythmic excerpts.

Anticipatory Set/Do Now:
Students log into the google meet, and have open the stream/classwork page

Learning Activity:
Have students practice and analyze musical excerptsd to practice for performances

Start by analyzing key and time signatures

Have students Tonocize in order to acquaint them with the key

Practice Basic Conducting Techniques to enforce rhythmic understanding

Piece together measure by measure while conducting and using solfege

Student Assessment/CFU's:
Hand Signals

Students rate reps and performances by scale of 1-5

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