

Unit 1: Music Theory

Content Area: **Music**
Course(s): **Sample Course, Chorus**
Time Period: **Sept/Oct**
Length: **10 weeks, 6-8th Grade**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Music Theory

General Music - Gr. 6-8

Belleville Board of Education

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Unit Overview

Music Theory contains the process of reading and writing music which are essential to music performance. Basic theory terms such as scales and scale construction will be examined, as well as dynamics and a brief review of rhythm, which are the essential building blocks for any musical composition. Students will use concert music to recognize their importance in musical compositions.

NJSLS

| | |
|-----------------|---|
| VPA.1.1.8.B | Music |
| 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.1.1.8.B.CS1 | Common, recognizable musical forms often have characteristics related to specific cultural traditions. |
| VPA.1.1.8.B.CS2 | Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules. |
| 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. |
| VPA.1.3.8.B.CS1 | Western, non-Western, and avant-garde notation systems have distinctly different characteristics. |
| VPA.1.3.8.B.CS2 | Stylistic considerations vary across genres, cultures, and historical eras. |
| VPA.1.3.8.B.CS3 | Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy. |
| VPA.1.4.8.A.1 | Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. |
| VPA.1.4.8.A.6 | Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. |
| VPA.1.4.8.A.7 | Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art. |
| VPA.1.4.8.A.CS1 | Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts. |
| VPA.1.4.8.A.CS3 | Performance technique in dance, music, theatre, and visual art varies according to historical era and genre. |
| VPA.1.4.8.B.1 | Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form. |
| VPA.1.4.8.B.CS1 | Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form. |

Exit Skills

What are the skills that the students should have obtained by the end of this unit?

By the end of this unit, Choral students should be able to:

- Define music theory
- Expand and apply knowledge of music vocabulary as it relates to music theory
- Recognize, explain, and perform basic symbols and markings in concert music
- Perform a scale and music based off of scalar passages
- Perform different dynamic levels
- Analyze performances listening critically for elements of music theory
- Demonstrate proficiency in basic theory terms and their execution
- Use time signatures to perform simple melodies
- Keep beat while performing simple and complex concert literature.

Enduring Understanding

Definition: *Enduring Understandings*

Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.

- Music theory is the backbone of all types of music
- Scales are the building blocks for all written and composed music
- Understanding how music is written will help to better perform music for a lifetime

Essential Questions

Essential Question: A question that lies at the heart of a subject or a curriculum and one that promotes inquiry and the discovery of a subject.

- How can I compose and perform a scale?
- How can I learn to read and decode music and music symbols?
- Why are all of the markings written in Italian?
- What is the role of music in today’s society?
- What areas of music need to be considered to achieve musical literacy?

Learning Objectives

Tips on Writing Good Learning Objectives

Bloom’s Taxonomy

Applying Bloom’s Taxonomy to Learning Objectives

Effective learning objectives need to be observable and/or measureable, and using action verbs is a way to

achieve this. Verbs such as “identify”, “argue,” or “construct” are more measureable than vague or passive verbs such as “understand” or “be aware of”. As you develop your syllabus focus on articulating clear learning objectives and then use these objectives to guide class assignments, exams and overall course assessment questions.

Sample Learning Objectives for a Lower Division Course

After completing Nutrition 101 *Humans and Food*, students will be able to:

- **Identify** nutrients found in common food sources via the product’s nutrition label
- Use computer dietary analysis to assess a 2-day dietary intake and **summarize** results
- **Locate** nutrition-related information on the Internet and use **evaluative** criteria to **identify** reliability of the information

Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom’s Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

| 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 | | | | |



- Recognize, perform, and construct a basic major scale
- Have a grasp on basic music theory terms, their definitions and be able to perform basic markings
- Critically analyze written and performed music, listening for the music theory terms and elements

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

- Math

-Language Arts

LA.WHST.6-8.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

LA.WHST.6-8.1.D

Establish and maintain a formal/academic style, approach, and form.

LA.WHST.6-8.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

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

21st Century Skills

- 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

Technology Infusion

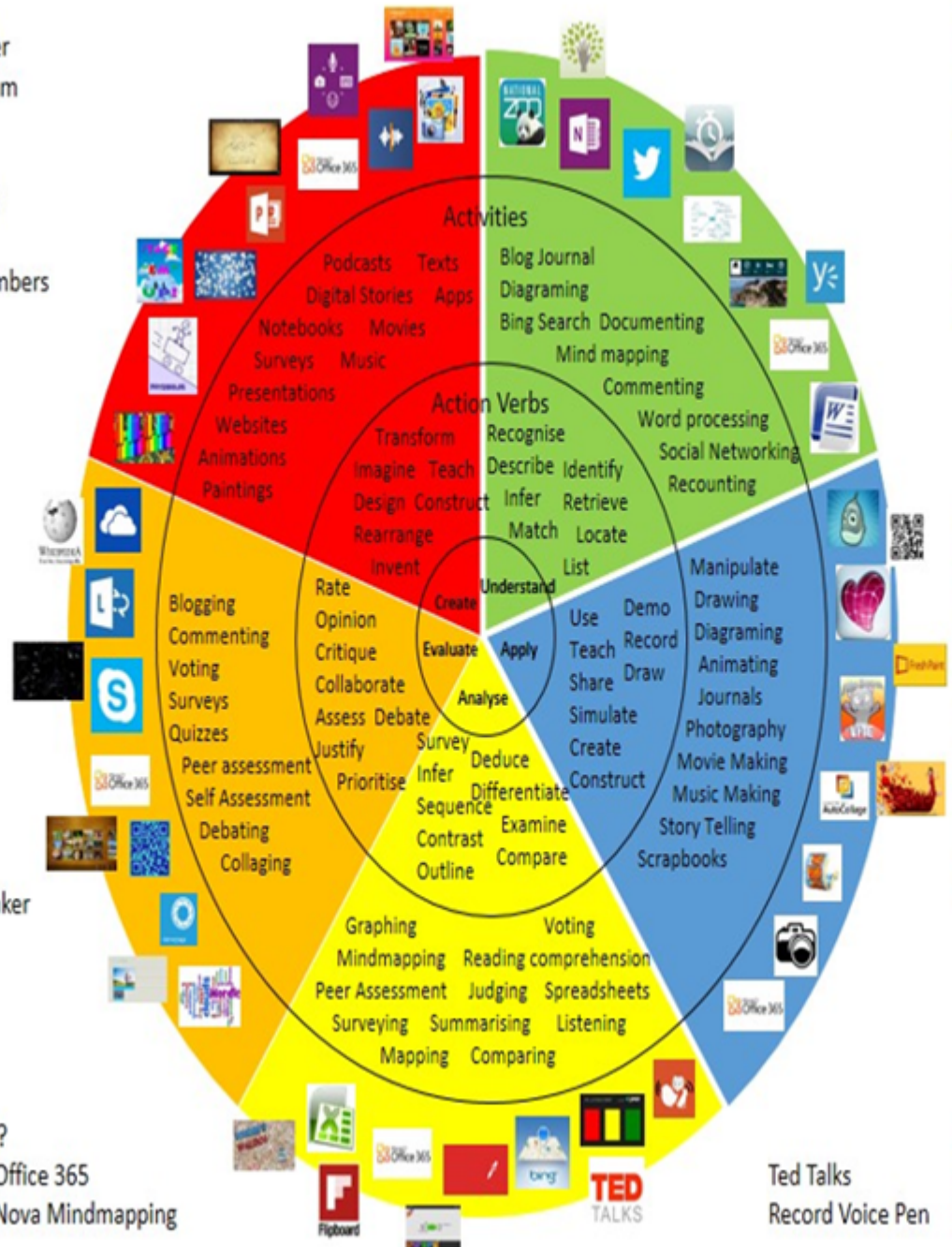
What technology can be used in this unit to enhance learning?

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
Flipboard
Office 365
Nova Mindmapping



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/1Padagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

- Videos and recordings of professional ensembles
- Websites for Theory work

Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

Special Education

- 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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

Intervention Strategies

- 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 work presented 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

Please list all resources available to you that are located either within the district or that can be obtained by district resources.

-Bell kits

- Ready to Read Music- Jay Althouse

Ancillary Resources

Please list ALL other resources available to strengthen your lesson.

- Youtube.com

-MusicTheory.net

- Professional recordings of concert music

Sample Lesson

One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology:

