Unit 2: Rhythm/Composition/Improvisation

Content Area: **Music**
Course(s): **Sample Course**
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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

General Music, Grade 7

Rhythm/Composition/Improvisation

Belleville Board of Education

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Unit Overview

This unit will involve students focusing on the advanced concepts of rhythm while exploring facets of improvisation in music as well as compositional techniques. Students will utilize various instruments and vocal styles to improvise various songs. They will then be able to create their own personal music creations using compositional techniques, handwritten and in notational software.

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.

- Rhythm is one the core elements of music
- Improvisation is a technique used to create music in the moment given a particular structure

- Music composers use various techniques to create simple and complex musical works

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 my own music?
- How can I learn to improvise music?
- How can music notation software assist in composing music?
- What do I need to listen for in order to improvise?
- What areas of music need to be considered to achieve musical literacy?

Exit Skills

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

- Define improvisation
- Expand and apply knowledge of rhythmic capabilities
- Recognize, explain, and perform basic symbols and markings in concert music
- Performrhythms while keeping steady time and change based upon suggestions
- Compose a short song via handwritten techniques and notational software
- Analyze performances listening critically for correct stylizations
- Demonstrate proficiency in basic musical symbolsand their execution
- Use time signatures to perform simple melodies

New Jersey Student Learning Standards (NJSLS-S)

1.3A.8.Cr1a	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.8.Cr2a	Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal

	rhythmic phrases, melodic phrases and harmonic sequences.
1.3A.8.Cr3a	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
1.3A.8.Re7b	Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
1.3A.8.Re9a	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
1.3A.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
1.3A.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Interdisciplinary Connections

MA.7.NS.A	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
MA.7.NS.A.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
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.
6-8.MS-PS4-2.PS4.A.1	A sound wave needs a medium through which it is transmitted.
SOC.5-8.1.3.1	Compare and contrast differing interpretations of current and historical events.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and

	synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

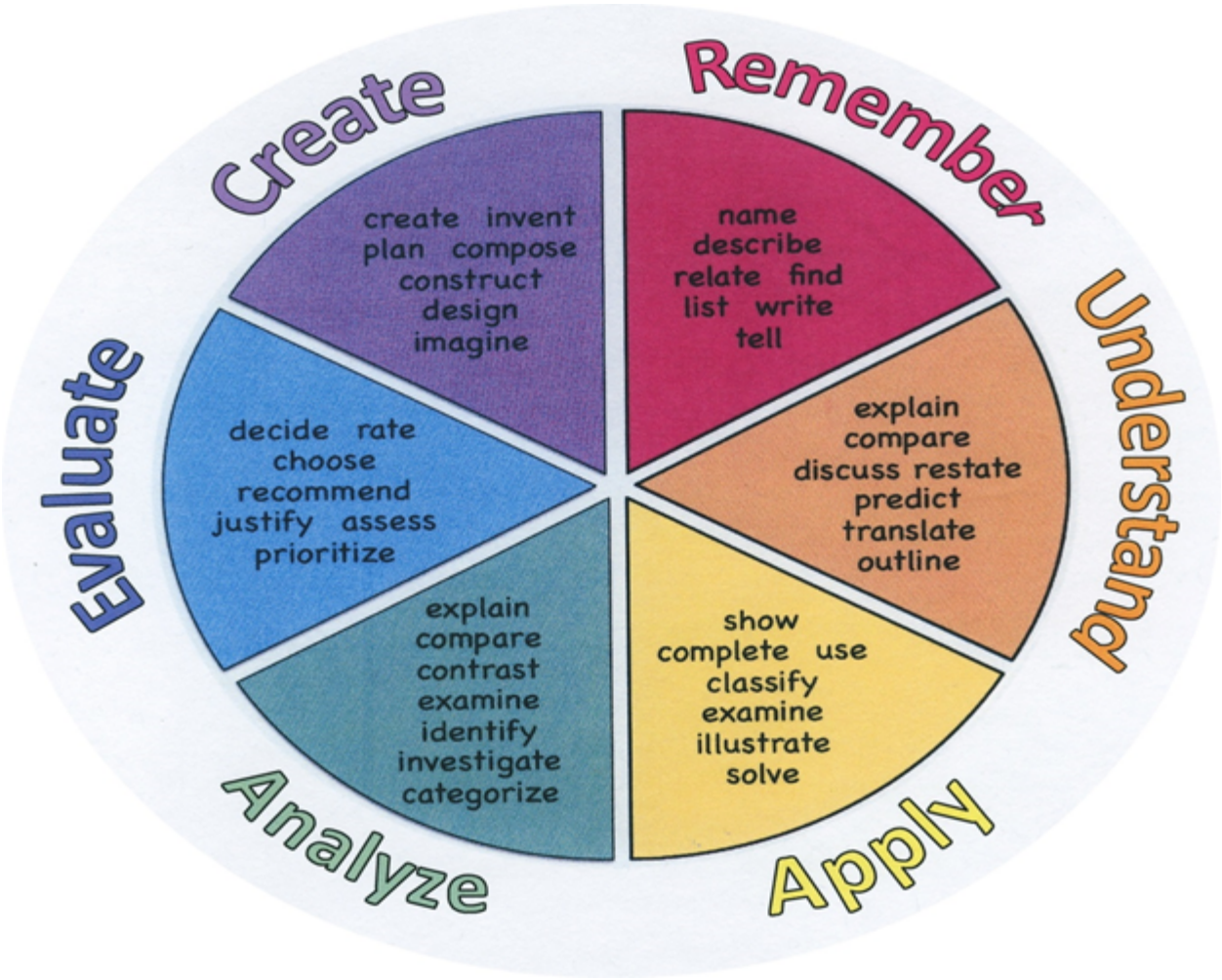
Learning Objectives

During this unit, students will be able to:

- Expand and apply knowledge of rhythmic capabilities in written and performance
- Recognize, explain, and perform correct basic symbols and markings
- Use various compositional techniques to compose a short song(s)
- Analyze performances listening critically for correct rhythms

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

- Worksheets
- Online Composition
- Name to Music Project
- Pitch Project
- Performance on instruments
- SMART Notebooks on Music Theory

Assessment Evidence - Checking for Understanding (CFU)

Think, pair, share-formative assessment

performance on instruments-summative assessment

Unit test-summative assessment

online composition-alternate assessment

explain & perform correct basic symbols and markings-benchmark assessment

- Compare & Contrast
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Illustration
- KWL Chart
- Learning Center Activities
- Outline
- Quizzes
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Unit review/Test prep
- Unit tests
- Web-Based Assessments

Primary Resources & Materials

- Chromebooks
- Online Notation software (Flat, etc…)
- Worksheets – Finale Elements of Music
- Instruments - rhythm sticks, aux. percussion, etc...

Ancillary Resources

- Youtube.com
- MusicTheory.net
- Musictechteacher.com
- Kahoot
- SMART Notebooks

Technology Infusion

- Chromebooks
- Videos and recordings of professional ensembles
- Websites for Theory work
- Online Music Notation
- Online Music Recording

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Media Literacy

21st Century Skills

- Civic Literacy
- Global Awareness

Differentiation

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)

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- Provide modifications as dictated in the student's IEP/504 plan
- secure attention before giving instruction/directions
- student working with an assigned partner
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- 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
- having peers take notes or providing a copy of the teacher’s notes
- providing study guides
- reducing or omitting lengthy outside reading assignments
- tutoring by peers
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- 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.
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- providing study guides
- tutoring by peers
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Allow students to work at a faster pace
- 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:Music Theory-Song Form

NJSLS:

1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical erasusing active listening and by reading and interpreting written scores.
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.
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.

1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

Interdisciplinary Connection:

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.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
MATH 7.NS A	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Statement of Objective:*Students will be able to:*

- Create a new melody using 12 tone techniques
- Identify various scales and key signatures in music

Anticipatory Set/Do Now:

Each day, Teacher will play a piece of music. Students will respond to a short writing prompt. Varying answers will be asked, from a few descriptive words to 3 to 4 sentences. Prompts to vary between: What does the music convey, How does the music make you feel, What is the artist trying to say, What about the music makes it sound the way it does.

Learning Activity:

Scales/Circle of Fifths

- Review previous worksheets on notes/accidentals/scales
- Review concept of scales
- Have each group create a major and minor scale based on information given
- Review scale work
- Introduce key signatures (before piece of music)
- Play Major or Minor (SMART Notebook game)

12 Tone Melody

- Each student will work with a partner (or solo) and create a melody using 12 tone technique: based upon intervals, creating a prime phrase, retrograde, inversion, and retrograde inversion

Student Assessment/CFU's:

- Student participation

- Checking for Understanding – Q/A
- Observation
- Worksheets – collect all every day and grade

Materials:

- Handouts: Scales; Circle of Fifths; 12 Tone Melody
- SMART Notebook: Major or Minor

21st Century Themes and Skills:

- Working in Groups with assigned roles
- Working in Pairs

Differentiation/Modifications:

- Audio/Visual Cues
- Chunking
- Repetition
- Simplified Assignment

Integration of Technology:

- SMARTBoard Interaction

Use of SMARTBoard during lesson with use of differing Notebook files and PDFs