Unit 1: Music Theory/Song Form

Content Area: **Music**
Course(s): **Music History**
Time Period: **SeptOct**
Length: **16 weeks - Grade 7**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

General Music - Gr. 7

Music Theory/Song Form

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

Music Theory contains the process of reading and writing music which are essential to music performance. Basic theory terms including scales and scale construction will be examined, as well as dynamics and a review of rhythm, which are the essential building blocks for any musical composition. This unit will also include an examination of musical forms as an extension of the application of theoretical knowledge in understanding the crafting of music and songs.

Enduring Understanding

- Music theory is the backbone of all types of music
- The differences between notes and pitches
- Scales are the building blocks for all written and composed music
- Understanding how music is written will help to better read/perform music for a lifetime
- Examine the concepts behind musical form
- Determine the various forms from musical examples

Essential Questions

- What is music?
- 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?
- What are the parts of a song?
- How are songs composed?

Exit Skills

By the end of this unit, General Music 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 music.
- Perform a scale and music based off of scalar passages.
- Perform different dynamic levels.
- Analyze performances listening critically for elements of music theory.and song form.
- Demonstrate proficiency in basic theory terms and their execution.
- Use time signatures to perform simple melodies.
- Keep beat while performing simple and complex examples.

New Jersey Student Learning Standards (NJSLS-S)

9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
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.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.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic,

	melodic and/or harmonic notation.
9.4.8.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
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.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
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).
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
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.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
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.
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.

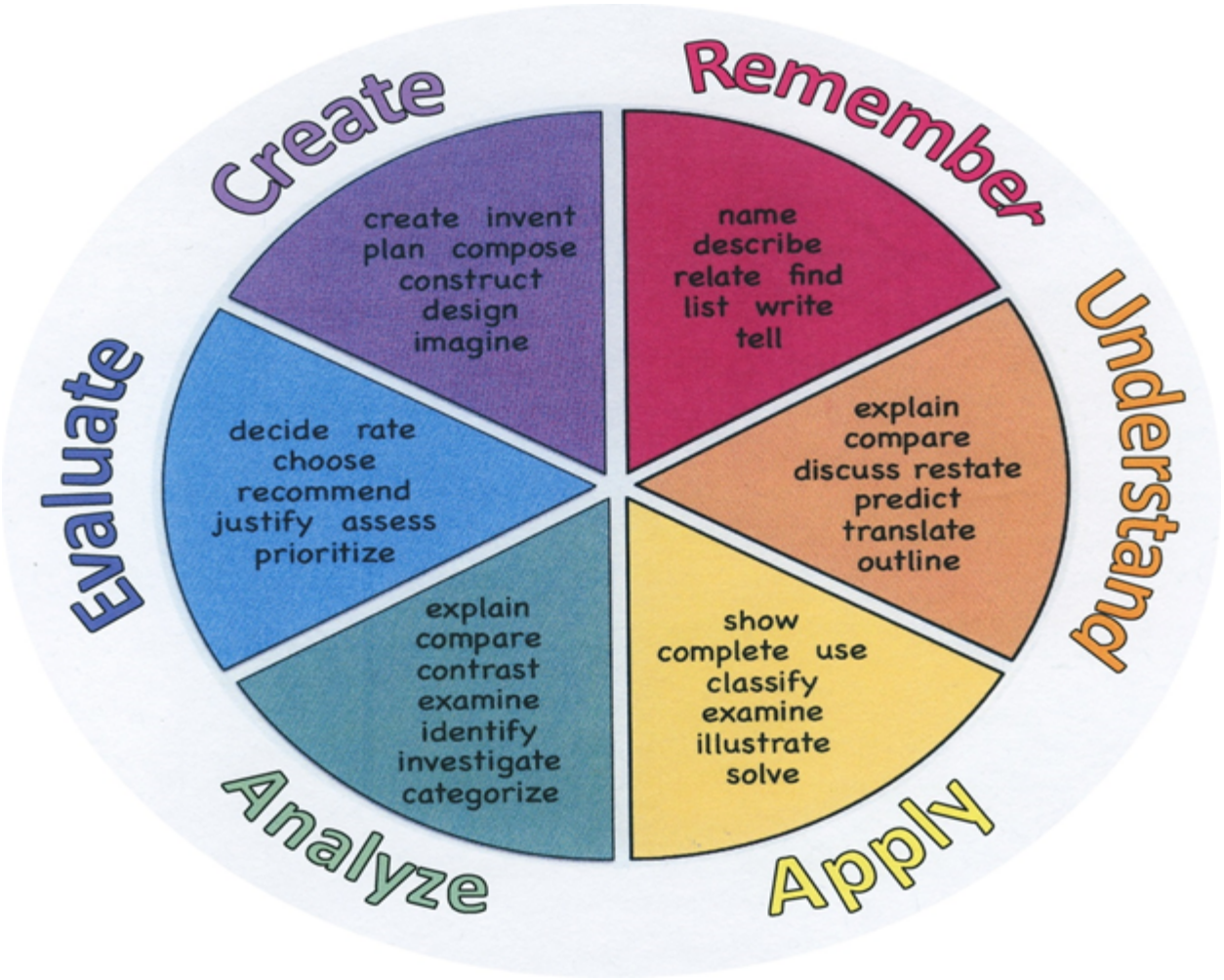
Learning Objectives

During this unit, students will be able to:

- Recognize, perform, and construct a basic major scale
- Developa 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
- Distinguish and performdifferent dynamic levelsand tempi
- Learn and demonstrate a steadybeat while performing music examples
- Analyze a variety of songs via song form analysis

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 from various sources (Finale, MusicTechTeacher online, etc…)
- 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

Pitch project-summative assessment

Web-based assessment-alternate assessment

performance on instruments-benchmark assessment

- Quizzes
- Unit review/Test prep
- Web-Based Assessments
- Think, Pair, Share
- Evaluation rubrics
- Self- assessments
- Journals
- KWL Chart
- Explaining
- Describe
- Define
- Compare & Contrast
- Study Guide

- 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

- SMART Notebooks from SMARTExchange
- Online Notation software (Flat, etc…)
- Instruments – Bell Kits, Guitars, Auxiliary Percussion
- Rhythm Flash Cards

Ancillary Resources

- Worksheets – Finale Elements of Music
- Worksheets – Various websites
- Youtube.com
- MusicTheory.net
- Musictechteacher.com
- Kahoot
- SMART Notebooks

Technology Infusion

- Chromebooks
- SMARTBoard
- 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.

9.4.8.CI	Creativity and Innovation
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.

9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

21st Century Skills/Interdisciplinary Themes

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

21st Century Skills

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

- 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
- 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 test content
- modified test length
- 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 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
- providing study guides
- reducing the number of answer choices on a multiple choice test
- 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
- 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
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- 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)

- Above grade level placement option for qualified students
- Allow students to work at a faster pace
- Cluster grouping
- Create a plan to solve an issue presented in the class or in a text
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- 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

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

Interdisciplinary Connection:

LA.WHST.6-8.1.C

LA.WHST.6-8.2.D

MATH 7.NS A

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

- Analyze and identify various dynamics in music
- Analyze and identify various tempi in music
- Analyze and identify various articulations in music
- Identify and correctly use other notational symbols

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:(this works as a week-long lesson plan with a quiz at the end)

– Dynamics and vocabulary – handout Dynamics Definitions worksheets. Have students follow directions on page – one side, use Chromebooks ,go to the website labeled on sheet, and then look up and write the correct definitions and symbols. On other side, write down an item or everyday occurrence that could be labeled with the word and then find a song that uses said word.

– Review dynamics; Introduce tempo (tempi) and how tempo is measured (beats per minute). Discuss other things that may work on BPM (heart rate, etc…). Hand out tempo worksheet. Discuss different Italian words used to describe tempo. On other side, students are to fill in a metronome with the correct tempo. Display and review Tempo fast and slow SMART Notebook file with students.

– Review Tempo; display Articulations SMART Notebook file and review full file with student participation. Hand out articulations worksheet and have students complete

– Review articulations; Have students use Chromebooks and have them log into www.classlab.com. Display

SMART Notebook file Tempo, Dynamics, Articulations Quiz. Have students sign into quiz and perform quiz.

– Quiz – vocabulary and symbols – hand out 2 page quiz and have students complete

Student Assessment/CFU's:

- Student participation
- Checking for Understanding – Q/A
- Observation
- Worksheets
- www.classlab.com
- Quiz

Materials:

- Handouts: Dynamics Definitions, Tempo/Metronome, Articulations, Vocabulary and Symbols Quiz
- Display only: Tempo Fast and Slow Notebook, Articulations Notebook, Tempo, Dynamics, Articulations
- SMART Notebook: Tempo Fast and Slow; Articulations; Tempo, Dynamics, Articulations Quiz

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.