Unit 1: Basics of Music Theory

Content Area: **Music**
Course(s): **Sample Course, Chorus, Chorus 8**
Time Period: **SeptOct**
Length: **7th Grade, 10 weeks**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Chorus, Grade 6-8

Basics of Music Theory

Belleville Board of Education

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Unit Overview

The basics of Music Theory consisting of terms used in reading printed notation are essential to performance. Students will learn terms and practices to decode musical scores for the purpose of performances. Skills be taught and used in practical settings with the context of concert material. Ideas to be covered throughout the unit will be Pitch, Dynamics, and Staff Notation.

Enduring Understanding

- Music theory is the backbone of all types of music
- Understanding how music is written will help to better perform music for a lifetime
- Decoding dynamics is important for decoding the volume desired by the composer
- Understanding the relationship between pitches developes the aural skills necessary for learning harmonies and melodies

Essential Questions

- How do relate the keys on the piano to pitch names and their placement on the staff?

- How are dynamics used in music and how do they add to a performance of a piece?

- How does the relationship between pitches and their ability to create harmony apply to performance?

- What are essential skills we need to decode musical scores and how do we use them?

Exit Skills

By the end of this unit, SWBAT:

- identify a staff and clef

- Place and identify pitches on the staff

-identify musical markings such as dynamics and explain their use in music.

-construct a major scale in up to 3 sharps and 3 flats

-use a number system to sing and perform scales

New Jersey Student Learning Standards (NJSLS-S)

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 content-level and cross-curricular **New Jersey Student Learning Standards** applicable to the unit. **Do not list standards that are not used in the unit.**

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.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.CS3	Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.

Interdisciplinary Connections

LA.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
LA.W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Suggested Activities & Best Practices

Use visual aids as much as possible.

Reference piano/keyboard as much as you reference the staff

Have students practice dynamics using movement activities

Assessment Evidence - Checking for Understanding (CFU)

Unit Test (summative assessment)

Quizzes (summative assessment)

UNit Review and Test Prep (formative assessment)

Red Light Green Light (formative assessment)

Exit Tickets (formative assessment)

Illustration (alternative assessment)

Create Study Guides (alternative 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

Piano Keyboard

Staff Dry Erase

Anchor Charts/Info Charts for reference

Ancillary Resources

Online versions of the above resources:

Online Keyboard

Free Musical Notation Interfaces

Digital Anchor Charts

Technology Infusion

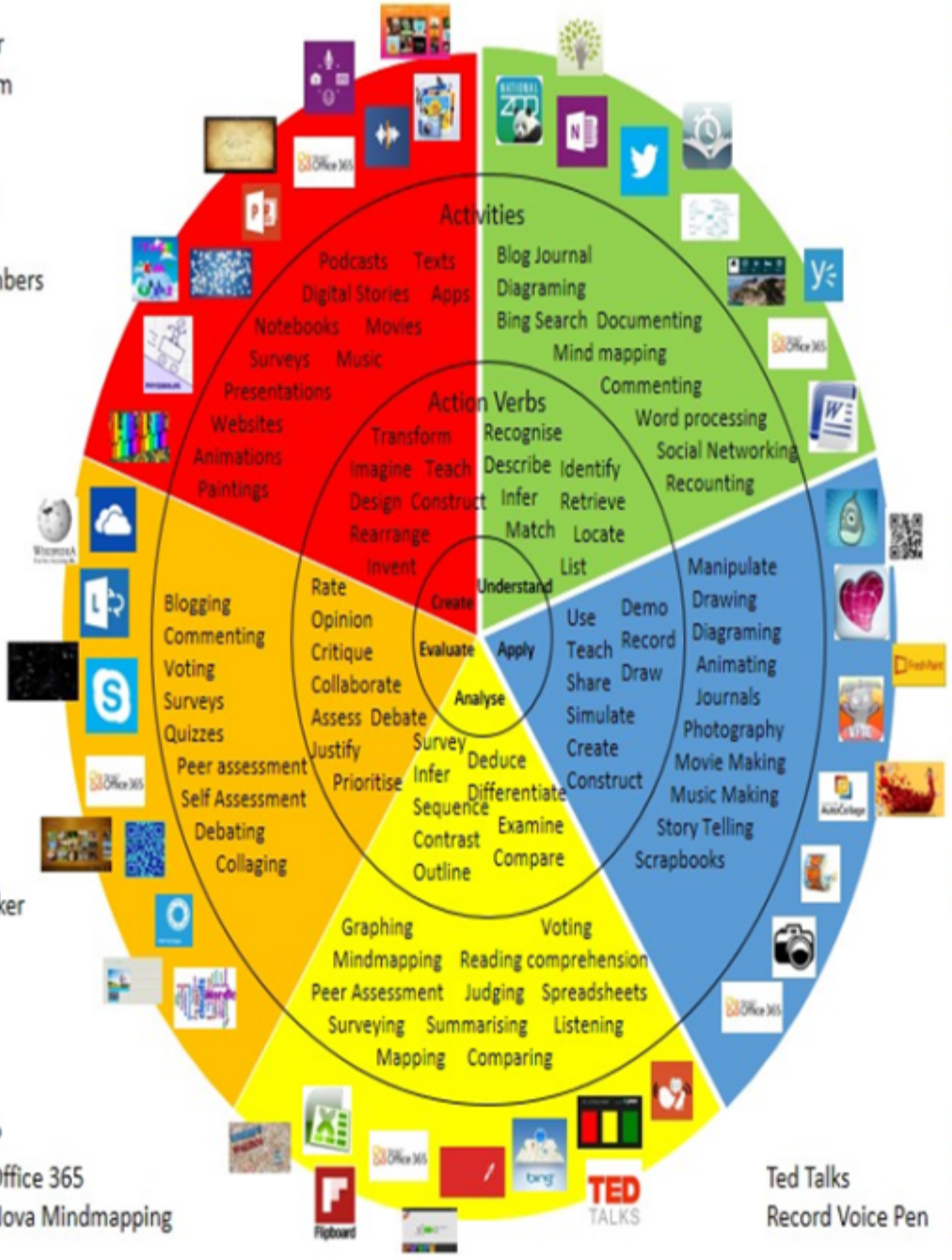
Can use smart board to draw and manipulate staff and pitches

Can post necessary assignments on GC

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

- English Language Arts;
- World languages;

21st Century Skills/Interdisciplinary Themes

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/Interdisciplinary Themes** that will be incorporated into this unit.

- 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

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Study guides
- Teacher reads assessments allowed
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Student(s) work with assigned partner
- Visual presentation

Hi-Prep Differentiations:

- Learning contracts
- Leveled rubric
- Project-based learning
- Problem-based learning
- Stations/centers
- Tiered activities/assignments
- Varying organizers for instructions

Lo-Prep Differentiations

- Goal setting with students

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

Provide modifications as dictated in the student's IEP/504 plan

Additional Time for skill mastery

Preciew of content, concepts, and vocabulary

Have students repeat directions to CFU

Modifies assingment formats and tst length

Check work frequently for understanding

secure attention before giving instructions

multi-sensory presentation

- 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)

decreasing the amount of workpresented or required

using videos, illustrations, pictures, and drawings to explain or clarify

teaching key aspects of a topic. Eliminate nonessential information

tutoring by peers

allowing students to correct errors

using true/fales/matching. or fill in the blank tests in lieu of essay tests

- 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 workpresented or required

using videos, illustrations, pictures, and drawings to explain or clarify

teaching key aspects of a topic. Eliminate nonessential information

tutoring by peers

allowing students to correct errors

using true/fales/matching. or fill in the blank tests in lieu of essay tests

- 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)

Create a plan to solve an issue presented in the clas or in a text

complete activites aligned with above grade level text using Benchmark results

Cluster grouping

Allow students to work at a faster pace

- 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: Basics of music Theory

NJSLS:

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.

Interdisciplinary Connection: Language Arts

Statement of Objective: Students will be able to identify the pitches on the staff of 5 lines and 4 spaces

Anticipatory Set/Do Now: How do you visualize pitch when hearing it in music?

Learning Activity: Teacher will start with introducing the staff and it components. 5 Lines and 4 spaces. Introducs the Treble Clef and how to draw it on the staff. Teacher will introduce the pitch classes used in western notation, and their placement of the staff. LEaving referencing information on board/screen students can work in groups to complete a note spelling worksheet identifying pitch class on the staff.

Student Assessment/CFU's: Red Light Green Light, Thumbs up Thumbs Down, hand in assingment at the end of lesson

Materials: Dry Erase Marker, Board, Smart TV

21st Century Themes and Skills: Global Awareness

Differentiation/Modifications: Modified length of work. Specialized attention when students are working in groups.

Integration of Technology: LEsson can used on a anipulated image of staff on a smart TV