Unit 02: Pitch

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **2 Weeks**
Status: **Published**

Brief Summary of Unit

This unit is an introduction to the concept of pitch, and the role notation plays in the highness and lowness of sound. Students will learn the basic tools necessary for the reading and writing musical pitch, including the staff and the musical alphabet. Using various tools, including the piano, singing, playing instruments, and using solfege syllables, students will practice hearing and visualizing intervals.

Revision Date: July 2026

Standards

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.3E.12prof.Cr1a	Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.
1.3B.12prof.Cr2a	Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
1.3B.12prof.Cr2b	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
1.3E.12prof.Cr3a	Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
1.3B.12prof.Cr3a	Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

1.3E.12prof.Cr3b	Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.
1.3B.12prof.Cr3b	Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
1.3E.12prof.Pr4a	Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer’s musical and technological skill.
1.3B.12prof.Pr4a	Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
1.3B.12prof.Pr4b	Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.
1.3B.12prof.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator’s intent.
1.3B.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
1.3B.12prof.Pr5a	Create rehearsal plans for works, identifying repetition and variation within the form.
1.3B.12prof.Pr5b	Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.
1.3B.12prof.Pr5c	Identify and implement strategies for improving the technical and expressive aspects of multiple works.
1.3B.12prof.Re9a	Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.

Essential Questions

- How do accidentals and enharmonic spellings affect the way we read, perform, and interpret a piece of music?
- How do composers use pitch variation and musical intervals to express specific moods, images, or narratives?
- How does pitch, and its highness and lowness, affect the sound of a piece of music?
- What do I hear when I listen to music?

Enduring Understandings

- The ability to read, write, and understand musical notation, enhances one's ability to listen, appreciate, practice, and perform.
- The piano keyboard can help musicians visualize pitch and intervals and help to hear the distance between notes.
- Western art music is notated using a system that includes a musical alphabet, a staff, clef and ledger lines to indicate highness or lowness of sound.

Students Will Know/Students Will Be Skilled At

- How to find half and whole steps using a piano keyboard.

- How to hear the intervals of octaves, unisons, fourths, and fifths and how to locate them on the keyboard.
- How to identify enharmonic note names
- How to identify note names and their relationship to one another (high and low).
- How to name accidentals: flat, sharp, natural, double sharp, double flat, and what they do to the pitch.
- How to write octaves, unisons, fourths and fifths on the staff.
- The musical alphabet and the note names of the treble and bass clef staff.
- Where notes are on the piano keyboard, in both treble and bass clef.

Learning Plan

- Preview the essential questions and return to them throughout the course, in discussion and written assignments.
- Students will be asked to write a given note on the staff, or look at a note on the staff and indicate its pitch name and whether it is higher or lower than the previous note.
- Students will begin to aurally identify perfect intervals of unisons, octaves, and fifths, as well as the difference between a half step and a whole step.
- Teacher and students will discuss accidental and enharmonic note names. Students will practice and drill the various note names that one note can have, both on the staff and on the piano keyboard.
- Teacher and students will explore half steps and whole steps on the piano keyboard and how other intervals are named. (Unisons, 2nds, 3rds, 4ths, etc.). Students will also write them on the staff and label the intervals between notes.
- Teacher and students will practice note names on the treble and bass clef with worksheets, games, practice drills, flash cards, etc. Students will be asked to memorize the note names for both clefs. Students may also review and create new mnemonic devices in order to remember the notes.
- Teacher asks students to use previous knowledge from earlier learning, to name the musical alphabet and the note names of the treble and bass clef staves.
- Using a piano keyboard diagram, students and teacher will label the note names of the keyboard and write the corresponding note on the staff.

Evidence/Performance Tasks

Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Performing/ Presenting/ Producing, Connecting, and Responding.

- Students will be able to aurally identify the intervals of unison, octave, fourth, and fifth.
- Students will identify note names on the staff and piano keyboard.
- Students will identify whole steps and half steps on a piano keyboard template, in note name patterns, and in a given musical score.
- Students will recognize and identify the musical alphabet on the treble and bass clef staves.
- Students will transfer note names from the piano keyboard to the staff, and from staff to piano keyboard.

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations: Performing Arts Accommodations & Modifications