Unit 05: Scales

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

Brief Summary of Unit

Students will learn how to construct chromatic, whole tone, and major scales, using half steps and whole steps and the keyboard for reference. Students will also aurally identify the difference between major scales and other scales and understand the role that accidentals play in creating a scale.

Revised: 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

	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
	How do musicians generate creative ideas?
1.3E.12prof.Cr1a	Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.
1.3B.12prof.Cr1a	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
1.3B.12prof.Cr2a	Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
1.3E.12prof.Cr2a	Select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools and resources.
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.
1.3E.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.Cr3a	Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
1.3B.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.
1.3E.12prof.Pr4b	Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
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).
1.3E.12prof.Pr4c	Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
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.
1.3E.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
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.
1.3E.12prof.Pr5a	Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
1.3E.12prof.Pr6a	Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3E.12prof.Pr6b	Demonstrate an understanding of the context of music through prepared and improvised performances.
1.3B.12prof.Pr6b	Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
1.3E.12prof.Re7a	Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.
1.3E.12prof.Re7b	Explain how knowledge of the structure (e.g., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.
1.3B.12prof.Re7a	Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
1.3B.12prof.Re7b	Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood and context, and describe how the analysis provides models for personal growth as a composer, performer and/or listener.
1.3E.12prof.Re8a	Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.
1.3B.12prof.Re8a	Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre

	of each work.
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.
1.3B.12prof.Re9b	Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

Essential Questions

- How do different scale structures (major, chromatic, and whole tone) influence the expressive mood, storyline, or style of a piece of music?
- How does analyzing the structure of scales, both visually in notation and aurally, help us grow as composers, performers, and active listeners?
- What do I hear when I listen to music?
- What is the difference between a chromatic scale, a whole tone scale, and a major scale, aurally and in their construction?

Enduring Understandings

- A chromatic scale is constructed from all half steps and a whole tone scale is constructed from all whole steps.
- A major scale is constructed from a pattern of whole steps and half steps.
- A scale can be constructed from any note on the keyboard and will start and end on the same note name.
- Accidentals are essential tools that alter pitches ascending and descending to establish specific half-step and whole-step interval patterns on the keyboard and staff.

Students Will Know/Students Will Be Skilled At

- How to construct a chromatic scale of all half steps.
- How to construct a whole tone scale of all whole steps.
- How to name half steps ascending and descending from a starting note.
- How to use solfege to perform a major scale.
- How to use whole steps and half steps to construct a major scale.
- How to visually and aurally distinguish between a whole step and a half step.
- How to visually and aurally identify intervals in a given scale.
- The names of each degree of the major scale: Tonic (I), Dominant (V), Subdominant(IV), Mediant (iii), Submediant (vi), Supertonic (ii), Leading Tone (vii).
- Using and writing the symbols for flat, sharp, and natural sign, as well as the symbols for double sharps and double flats.

Learning Plan

- Continue practice of aural identification of major, chromatic, and whole tone scales and add harmonic minor scales as an unknown to further check for understanding.
- On manuscript paper, students construct chromatic scales from a given starting note, using sharps ascending and flats descending.
- On manuscript paper, students construct whole tone scales from a given starting note, using sharps or flats as appropriate.
- Preview the essential questions and return to them throughout the course, in discussion and written assignments.
- Teacher asks students to listen to major, chromatic, and whole tone scales. Students describe the aural differences between them.
- Teacher introduces the major scale pattern. Students construct scales from given starting notes, using appropriate sharps and flats.
- Using keyboards for reference, teacher asks students to write a chromatic scale and name the notes ascending and descending.
- Using keyboards for reference, teacher asks students to write a whole tone scale and name the notes ascending.

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 aurally identify the difference between a chromatic, whole tone, and major scale.
- Students will visually recognize a major scale from a chromatic or whole tone scale in given examples.
- Students will write a chromatic scale, both ascending and descending, from any given note on the keyboard.
- Students will write a major scale from any given note, using the appropriate accidentals.
- Students will write a whole tone scale from any given note, using the appropriate accidentals.

Suggested Strategies for Modifications

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