Unit 07: Intervals: Perfect and Major

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

Brief Summary of Unit

Students will learn how to visually identify and aurally recognize the intervals of the major scale, which are classified as the perfect and major intervals. Students will be able to write an interval from a given starting note and learn the correct nomenclature for each interval quality.

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

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.
1.3E.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.
1.3B.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.
1.3E.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).
1.3B.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.Pr4c	Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
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.
1.3B.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.Pr6a	Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.
1.3B.12prof.Pr6b	Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
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.

Essential Questions

- How do the distinct qualities of perfect and major intervals contribute to the mood, style, or expressive intent of a piece of music?
- How do visual notation and auditory sound connect when identifying musical intervals?
- What do I hear when I listen to music?

Enduring Understandings

- Intervals have two parts: the number and the quality.
- Intervals, or the spaces between notes, have names that are related to their aural quality.
- There are several methods in determining a given interval, including the use of whole steps and half steps, solfege or note names.

Students Will Know/Students Will Be Skilled At

- How to construct intervals above each scale note and determine the quality using the key signature.
- How to identify perfect and major intervals aurally.
- How to recognize and identify the number and the quality of an interval in notation.
- How to use half steps and whole steps and/or the keyboard in identifying and constructing intervals.
- Which intervals are considered "perfect" and which are considered "major." (P1, M2, M3, P4, P5, M6, M7, P8)

Learning Plan

- Preview the essential questions and return to them throughout the course, in discussion and written assignments.
- Students label the melodic intervals within a composed piece of music.
- Teacher and students practice singing the scale and the intervals contained in the scale with solfege syllables.
- Teacher and students will practice interval recognition and performance with worksheets, games, practice drills, flash cards, etc. Students will be asked to memorize each naturally occurring interval of the major scale.
- Teacher demonstrates the relationship between each note of a major scale to students. Teacher labels each interval up from the key note (the tonic) with a number, quality, and solfege syllable.
- Teacher drills student aural recognition of intervals, playing them on the piano and asking students to write the interval number and quality. Students and teacher share common song melodies that begin with each interval to assist in recognition.

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 build intervals above scale notes, with or without key signature.
- Students will construct perfect and major intervals from any given note.
- Students will recognize and label written intervals on the staff.
- Students will work towards aural recognition of all naturally occurring intervals of the major scale: P1, M2, M3, P4, P5, M6, M7, P8.

Suggested Strategies for Modifications

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