Unit 02: Aural Skills

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **2 weeks, and then ongoing throughout the course**
Status: **Published**

Brief Summary of Unit

Aural skills are the foundation of musical understanding and are developed through focused listening and active musical response. Through this unit, students strengthen their ability to recognize, identify, and internalize melodic, rhythmic, and harmonic patterns through sight-singing, melodic and rhythmic dictation, and critical listening activities. These essential listening skills deepen musical awareness and support confident, independent musicianship.

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

1.3B.12adv.Cr1a	Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.
1.3B.12adv.Cr2a	Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas.
1.3B.12adv.Cr2b	Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.
1.3B.12adv.Cr3a	Research, identify, explain, and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
1.3B.12adv.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and

	processes have been employed to realize expressive intent.
1.3E.12adv.Pr4a	Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the musical characteristics, expressive challenges in the music, and the performer's musical skill using digital tools and resources.
1.3B.12adv.Pr4a	Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.
1.3E.12adv.Pr4b	Examine, evaluate and critique how context, musical aspects of the composition and digital media/tools inform prepared and improvised performances.
1.3E.12adv.Pr4c	Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.
1.3B.12adv.Pr4b	Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.
1.3B.12adv.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creator's intent.
1.3E.12adv.Pr5a	Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.
1.3B.12adv.Pr5a	Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.
1.3B.12adv.Pr5b	Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style and historical/cultural context of the works.
1.3B.12adv.Pr5c	Identify, compare and implement strategies for improving the technical and expressive aspects of multiple contrasting works.
1.3E.12adv.Pr6a	Integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.
1.3E.12adv.Pr6b	Demonstrate an ability to connect with audience members before and engaging with and responding to them during prepared and improvised performances.
1.3B.12adv.Pr6a	Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.
1.3B.12adv.Pr6b	Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.
1.3B.12adv.Re7a	Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.
1.3B.12adv.Re7b	Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.
1.3B.12adv.Re8a	Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

1.3B.12adv.Re9a	Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of theoretical concepts and complex compositional techniques and procedures.
1.3B.12adv.Re9b	Describe and evaluate the ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
1.3B.12adv.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
1.3B.12adv.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions

- How do composers represent sound traveling through time?
- What do I hear when I listen to music?

Enduring Understandings

- A constant pulse and the perception of pitch is essential to successful music-making.
- Developing one's aural skills improves all aspects of a person's musicianship.
- Singing is a more complex type of musical cognition and develops one's ability to hear pitch.

Students Will Know/Students Will Be Skilled At

- How to sing a scale and apply the notes of the scale to a sung melody using solfege.
- How to transcribe pitch from dictation, utilizing solfege.
- How to transcribe rhythm from dictation, keeping a steady pulse and recognizing longer and shorter notes.
- How to use a time signature to organize rhythm and sound within a measure.
- How to use counting systems as tools for interpreting rhythm within a meter.
- Recognizing intervallic relationships aurally, from one note to the next.

Learning Plan

- By the end of the semester, students have worked up to taking 4-measure diatonic dictation and singing 4-measure diatonic melodies.
- Preview the essential questions and return to them throughout the course, in discussion and written assignments.
- Students begin to write down the short patterns performed by the teacher, using accurate notation, without pitch.
- Students regularly perform written melodies and harmonies with solfege syllables. These exercises

may be found in various resources or created by the teacher. The exercises increase in difficulty as student ability increases.

- Students write their own melodies for sight singing and dictation and engage their classmates in dictation with them or perform them for the class.
- Teacher and students discuss the significance of a time signature in the context of given rhythm patterns.
- Teacher presents short sight-singing examples, in varying degrees of difficulty, that students perform in groups and individually.
- Teacher sings pitch patterns in solfege to the students, who are asked to sing them back in order to build aural vocabulary.
- Teacher speaks rhythm patterns to the students, who are asked to speak them back in order to build aural vocabulary.
- Teacher writes down some of the pitch patterns on the staff so students can recognize the symbols that represent the sounds.
- Teacher writes down some of the rhythm patterns so students can recognize the symbols that represent the sounds.
- Using solfege charts, hand signs, and regular practice, students become proficient in singing intervallic relationships between notes within a major scale.

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.

- Evaluate the accuracy of student's own, and others, performances of rhythm and pitch patterns.
- Perform basic pitch patterns as a class and individually with accuracy.
- Perform basic rhythm patterns as a class and individually with accuracy.
- Sing 4-measure diatonic melodies at sight with accuracy.
- Sing the major scale and its intervallic relationships accurately and in tune.
- Take down a 4-measure diatonic dictation, pitch and rhythm, with accuracy.
- Write accurate rhythms and pitches derived from aural dictation.

Suggested Strategies for Modifications

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