Unit 07: Phase Structure and Cadences

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

Brief Summary of Unit

Students will explore musical phrases and observe how and why melodies and chord progressions use cadences to end or prolong a piece of music. Students will analyze simple chord progressions and phrases using Roman numerals and inversion symbols.

Revised: July 2026

Standards

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.
1.3E.12adv.Cr1a	Generate melodic, rhythmic and harmonic ideas for compositions and improvisations that incorporate digital tools and resources.
1.3E.12adv.Cr2a	Select, develop and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and/or analog tools and resources.
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.
1.3E.12adv.Cr3a	Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.
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.
1.3E.12adv.Cr3b	Share a portfolio of musical creations representing varied styles and genres that demonstrates musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.
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.
1.3B.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.
1.3E.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.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.
1.3B.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.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.
1.3E.12adv.Re7a	Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.
1.3E.12adv.Re7b	Justify (by using examples) how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.
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.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.

Essential Questions

- What do I hear when I listen to music?
- What role does a cadence serve?

Enduring Understandings

- A phrase is a substantial musical thought, created by the interaction of melody, harmony, and rhythm.
- Music is like language in the way it is organized.

Students Will Know/Students Will Be Skilled At

- How to identify a cadence point as the end of a phrase, and whether the cadence is considered conclusive or inconclusive.
- How to select an appropriate cadence for a chord progression.
- Key terms and vocabulary, including motif, phrase, cadence, sentence, subphrase, phrase group, period, double period, contrasting, parallel, repetition, and sequence.
- The types of cadences, including perfect and imperfect authentic, half, and plagal.
- Writing two, three, or four musical phrases that work together and make sense as a large musical idea.

Learning Plan

- Preview the essential questions and return to them throughout the course, in discussion and written assignments.
- Students analyze and identify cadence types in notation from various examples.
- Students compose their own 4-measure phrases, and then combine them into periods.
- Students compose their own double period, using parallel and contrasting material, then harmonize the melody and present it to the class.
- Students examine examples of phrase, period, double period and identify the cadence types for each.
- Students explore how each cadence is constructed in notation.
- Students select and construct a cadence to prolong or end harmony in a melody they have written.
- Students select, construct, and label a cadence given a basic chord progression.
- Teacher defines and lists the various types of cadences, both conclusive and inconclusive.
- Teacher presents examples depicting the various levels of phrase structure, starting at the smallest recongnizable structural and/or thematic unit of a piece of music and moving toward larger structures.

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 compose 4-measure phrases that end with various cadence types.
- Students will compose a double period, with harmony, appropriate cadences, and examples of repetition and/or sequence.
- Students will compose a motif and use it in repetition or sequence.
- Students will compose a period of two 4-measure phrases with harmony, that have appropriate cadences.
- Students will identify and construct given cadences.

Suggested Strategies for Modifications

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