Unit 07: Reading and Interpreting Music for Melody and Harmony

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

Standards

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

MU.K-12.1.3C.12nov.Cr1a Compose and improvise ideas and motives for melodies and rhythmic passages based on
characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr2a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr3a Evaluate and refine draft compositions and improvisations based on knowledge, skill and
teacher-provided criteria.
MU.K-12.1.3C.12nov.Cr3b Share personally developed melodic and rhythmic ideas or motives (individually or as an
ensemble) that demonstrate understanding of characteristics of music or texts studied in
rehearsal.
MU.K-12.1.3C.12nov.Pr4a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical
skill of the individual or ensemble.
MU.K-12.1.3C.12nov.Pr4b Demonstrate, using music reading skills (where appropriate) how knowledge of formal
aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr5a Use self-reflection and peer feedback to refine individual and ensemble performances of a
varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6a Demonstrate attention to technical accuracy and expressive qualities in prepared and
improvised performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6b Demonstrate an awareness of the context of the music through prepared and improvised
performances.
MU.K-12.1.3C.12nov.Re7a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
MU.K-12.1.3C.12nov.Re7b Identify how knowledge of context and the use of repetition, similarities and contrasts
inform the response to music.
MU.K-12.1.3C.12nov.Re8a Identify interpretations of the expressive intent and meaning of musical works, referring
to the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12nov.Re9a Identify and describe the effect of interest, experience, analysis, and context on the

evaluation of music.
MU.K-12.1.3C.12nov.Cn10a Demonstrate understanding of relationships between music and the other arts, other
disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11a Demonstrate understanding of relationships between music and the other arts, other
disciplines, varied contexts, and daily life.
TECH.9.4.5.CI.1 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about
possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Brief Summary of Unit

Students will develop skills to facilitate the reading and interpreting of specific functions of melody and harmony in music. Pitch refers to the relative highness and lowness of sound, the relationship of one another to another, and the melodic and harmonic aspects of music. This component is based on aural and tonal development, which is an ongoing process that is integral to success in music.

Transfer

Essential Questions

- • Specific to each instrument, what skills or techniques are required to produce different sounds?
- • What is melody and harmony?

Essential Understandings

- • the ability to sing a part correlates to the ability to play it.
- • the differences between major and minor scale half steps.• the differences between major and minor scale half steps.

Students Will Know

- • accidentals “hold their power” throughout the measure.

- how fingerings correspond to pitches.
- how their part relates to other parts in the ensemble.
- how to interpret accidentals in the music.
- how to play major and minor scales and arpeggios up to four flats, and four sharps, and a chromatic scale.
- marking fingerings, half steps and shifts in the music.
- what enharmonic notes are and their fingerings.

Students Will Be Skilled At

Evidence/Performance Tasks

- answer the essential questions.
- perform exercises by singing and playing which will include, pitch-matching, listening, intonation, intervals, solfege, scales, and arpeggios. All of these exercises will include major and minor tonalities.

Learning Plan

- Key Signatures/Scales: one octave D Major, A Major, G Major, C Major (cello and viola) (level 1); two octave G Major, D Major, C Major (all instruments), one octave F Major, G minor (level II); Two octave B-flat Major, one and two octave B minor, E minor, A minor, D minor, D Major, A Major, E-flat Major (natural, melodic, harmonic)(level III).
- Part Identification: melody and harmony (level I); melody, harmony, counter melody, solo (level II); melody, harmony, fugal composition, counter melody, solo, type of minor scale used in the music (level III).
- Pitches/Ranges: D Major, A Major and C Major (level 1); first position all strings (level II); first and third position violin and viola, fourth position cello and double bass (level III).
- Preview the essential questions and connect to learning throughout the unit.

Materials

Suggested Strategies for Modifications