Unit 3: Sight-Singing - Steps, Clefs, and Rhythm Weeks 4-36

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Sight-singing allows for singers to look at an unfamiliar piece of music and successfully sing the pitches and rhythm. This unit builds upon the previous work with Solfege syllables and hand signs and allows students to practice their skills by sight-singing real melodies. The melodies introduced in this unit move with steps (along the scale). The unit will also explore the musical staff and naming notes on the staff using the notated clefs. In addition, the unit explores the concept of rhythm using various types of notes and rests (quarter, half, whole, eighth, sixteenth, dotted quarter, and dotted half).

(Note: this unit runs concurrently with the Winter/Spring Concert Preparation units and timing is dictated by the students' progress of understanding in the previous Intro to Solfege unit.)

ESSENTIAL QUESTIONS

- How can I effectively learn a new piece of music and follow along with the notes?
- How can I use the Solfege syllables and hand signs to help learn a new piece of music?
- How do I successfully sing a major scale?
- How can I sing in tune?
- What does a step look like in music?
- How can I label notes on the staff with letter names?
- How many beats does a quarter/half/whole/eighth/sixteenth/dotted quarter/dotted half note or rest receive?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - Grades 6-8 - Visual and Performing Arts (2020) - Music

1.3A.8.Cr2b:
Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

1.3A.8.Pr4c:

Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

1.3A.8.Pr6a:

Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.

1.3A.8.Re9a:

Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

MU.6-8.1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
MU.6-8.1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
MU.6-8.1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
MU.6-8.1.3A.8.Re9a	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CS.CS	Computing Systems
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.2.8.C.CS1	The attributes of design.
TECH.8.2.8.C.CS2	The application of engineering design.
TECH.8.2.8.C.CS3	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
TECH.9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.CS	Computing Systems	
CS.6-8.8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.	
CS.K-2.8.1.2.CS.2	Explain the functions of common software and hardware components of computing systems.	
	A computing system is composed of software and hardware.	

PRE-ASSESSMENTS

Individual student progress/understanding from Intro to Solfege unit

Teacher informal assessment

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to…)	Sight-sing melodies with stepwise motion
Student Learning Strategies	Echoing teacher demonstration, in-class practice
Success Criteria	Students can sight-sing melodies with stepwise motion using correct Solfege syllables, hand signs, and intonation
Formative Assessment (drives instructional decisions)	Teacher-directed informal assessment
Activities and Resources	Successful Sight-Singing for Middle School Chorus by Dale Duncan, sight-singing exercises, Forbidden Pattern, Follow the Hand
Suggested Modifications	**Suggested Modifications (ELL, Sp. Ed, GIfted At-risk of Failure)**

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the

	information verbally. Or, it just may be that you will need to assign an alternate assignment.
	Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.
	Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.
	Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.
	Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.
	Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Perform the major scale with Solfege syllables and hand signs
Student Learning Strategies	Vocal warm-ups, echoing teacher demonstration, in-

	class practice
Success Criteria	Students can perform the major scale with correct hand signs, syllables, and intonation without the aid of an instrument (a cappella).
Formative Assessment (drives instructional decisions)	Teacher-directed informal assessment
Activities and Resources	Scale practice, Forbidden Pattern, Follow the Hand
Suggested Modifications	

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Audiate musical intervals using Solfege syllables
Student Learning Strategies	Vocal warm-ups, echoing teacher demonstration, in-class practice
Success Criteria	Students can correctly audiate musical intervals.
Formative Assessment (drives instructional decisions)	Teacher-directed informal assessment
Activities and Resources	Scale practice, Forbidden Pattern, Follow the Hand, Intonation Archery
Suggested Modifications	

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to…)	Aurally recognize the difference between whole steps and half steps

Student Learning Strategies	Vocal warm-ups, echoing teacher demonstration, in-class practice
Success Criteria	Students can discern between a sung/played whole step and half step
Formative Assessment (drives instructional decisions)	Teacher directed informal assessment
Activities and Resources	Scale practice, whole step/half step practice, Forbidden Pattern, Follow the Hand
Suggested Modifications	

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to…)	Labeling notes on the staff using letter names
Student Learning Strategies	Written warm-ups, in-class practice
Success Criteria	Students can correctly label a series of notes on a 5-line musical staff using the musical alphabet
Formative Assessment (drives instructional decisions)	Teacher directed informal assessment
Activities and Resources	Note Naming exercises (online using Musictheory.net or Alfred Music Theory worksheets), performance repertoire (varies from year to year)
Suggested Modifications	

MODULE 6

Student Learning Intentions (SLI) WALT: (We	Performing rhythms using their correct durations, either singing or speaking

are learning to…)	
Student Learning Strategies	Written warm-ups, in-class practice
Success Criteria	Students can understand the differences in lengths between the different types of notes and rests and prove understanding through performance
Formative Assessment (drives instructional decisions)	Teacher directed informal assessment
Activities and Resources	Rhythm exercises, construction of Rhythm Pyramid
Suggested Modifications	

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.