

Unit 4: Music Theory, Literacy, & Composition

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

UNIT RATIONALE

Understanding the mechanics of both aural and written theory facilitates musical literacy. Aural theory allows students to discriminate between small intervals and improves intonation. Written theory allows students the opportunity to understand how their specific parts function within a larger framework. Composition allows students a creative outlet by which to employ theoretical components.

Enduring Understanding:

- Western musical notation has the capacity to document melodic and rhythmic ideas
- Aural genres of music are best and most authentically studied without Western notation
- A basic foundation of music theory supports and enhances performance
- Techniques explored in music theory may be applied to effective musical compositions
- Different scales require a specific pattern of whole and half steps

MUSC.5.MU:Cr1.1.E.5a	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.
MUSC.5.MU:Cr3.1.E.5a	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
MUSC.5.MU:Pr4.3.E.5a	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

ESSENTIAL QUESTIONS

- How are melodic and rhythmic ideas notated?
- How might music theory improve performance?
- How may topics in music theory be applied to composing music?
- How do scales of different tonalities affect the patterns of whole and half steps?

STANDARDS

National Association for Music Education (NAfME) - Music Ensemble - Novice

MU:Pr4.1.E.5a

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:Pr4.2.E.5a

Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

MU:Pr4.3.E.5a

Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

MU:Re9.1.E.5a

Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

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

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

PRE-ASSESSMENTS

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)

- Students will identify the meter of a piece of music
- Students will assess music for signs, symbols, articulation, and dynamics
- Students will dictate rhythms in response to aural cues
- Students will dictate melodies in response to aural cues
- Students will identify intervals in response to aural cues
- Students will identify tonality in response to aural cues
- Students will analyze the form of musical compositions
- Students will compose music in a variety of meters and tonalities
- Students will analyze the tonal quality of harmony and chords
- Students will assess key signatures
- Students will assess time signatures

Student Learning Strategies

Success Criteria

- Students can identify key signature
- Students can identify the form of a piece
- Students can identify the tonality of a piece
- Students can decipher articulation marks
- Students can navigate repeats and 1st/2nd endings
- Students can demonstrate note name literacy

Formative Assessment (drives instructional decisions)

- Teacher observation
- Edmodo responses
- Flipgrid responses
- Composition assignments
- Self-assessments
- Master Theory assignments

Activities and Resources

- Dillon, Jacquelyn. *Strictly Strings, Book 1*. Alfred Pub Co, 1992.
- Peters, Charles S., and Paul Yoder. *Master Theory Beginning Theory Workbook*. Neil A. Kjos Music Co., 1998.
- Peters, Charles S., and Paul Yoder. *Master Theory Intermediate Theory Workbook*. Neil A. Kjos Music Co., 1964.
- Musictheory.net

Suggested Modifications

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

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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.

REFLECTIONS

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

The process of measuring and interpreting subdivided units of rhythm are highly reflective of the skills exercised within math courses, fractions specifically. A scientific perspective is also within the scope of music ensembles as we investigate the auditory process.

LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.