

Unit 2: Intonation

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

UNIT RATIONALE

As fretless instrumentalists, orchestra students must develop strong discriminatory aural skills to ensure good and consistent intonation.

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| 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. |

ESSENTIAL QUESTIONS

- How does finger placement affect pitch?
- How does string length affect pitch?
- How does audiating improve intonation?
- What is the role of specific notes within the framework of a chord

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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

1.3A.8.Cr2b:

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1.3A.8.Pr4c:

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1.3A.8.Pr6a:

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

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| PFL.9.1.8.CR.2 | Compare various ways to give back through strengths, passions, goals, and other personal factors. |
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NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

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| CS.9-12.8.1.12.CS.4 | Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors. |
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PRE-ASSESSMENTS

All dictation pre- and post-assessments are found at

https://drive.google.com/drive/folders/1UL3B4A_0_ctM9UsdS8KjpIWh2ScVRK8u?usp=sharing

INSTRUCTIONAL PLAN

MODULE 1

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

- Students will identify intervals
- Students will identify consonant intervals
- Students will identify dissonant intervals
- Students will perform scales with drones
- Students will perform repertoire with drones
- Students will identify the root of a chord
- Students will identify the third of a chord
- Students will identify the fourth of a chord
- Students will identify the fifth of a chord

| | |
|---|---|
| | <ul style="list-style-type: none"> • Students will identify the sixth of a chord • Students will identify the octave • Students will identify the second of a chord • Students will identify the seventh of a chord • Students will identify whole steps • Students will identify half steps |
| <p>Student Learning Strategies</p> | <ul style="list-style-type: none"> • Practice singing pitches • Private practice • Group rehearsals • Aural harmonic context • Identify intervals • Removing fingerboard tape • Exercises in multiple tonalities • Scales • Reinforce good left hand position • Aural dictation • Perform same repertoire in different keys • Improvisation |
| <p>Success Criteria</p> | <ul style="list-style-type: none"> • Students can associate string thickness and length with pitch • Students can associate rising pitch with higher finger-fingerboard placement • Students can associate lowering pitch with lower finger-fingerboard placement • Students can discriminate between steps and skips • Students can identify interval of skips • Students can identify the tonic |
| <p>Formative Assessment (drives instructional decisions)</p> | <ul style="list-style-type: none"> • Student performance • Student responses • Informal dictation |
| <p>Activities and Resources</p> | <ul style="list-style-type: none"> • Allen, Michael, et al. <i>Advanced Technique for Strings Technique and Style Studies for String Orchestra</i>. H. Leonard, 2004. • Dillon, Jacquelyn. <i>Strictly Strings, Book 1</i>. Alfred Pub Co, 1992. |

- Youtube.com
- Violinmasterclass.com

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 task 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.

[Concert Reflection](#)

[Concert Repertoire Rubric](#)

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.R2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.