

Unit 4: Music Theory, Literacy, & Composition Weeks 1-36

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 facilitate 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.

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 key signatures affect the patterns of whole and half steps?
- How do scales of different tonalities affect the patterns of whole and half steps?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

National Core Arts - Grade 8 - General Music

MU:Pr6.1.8.a

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

National Core Arts - High School Intermediate - Music Traditional And Emerging Ensembles

MU:Cr1.1.E.Hs intermediate

Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

MU:Cr3.1.E.Hs intermediate.a

Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.

MU:Pr6.1.E.Hs intermediate.b

Demonstrate an understanding of the context of the music through prepared and improvised performances.

MU:Re9.1.E.Hs intermediate

Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

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

1.3A.8.Pr4a:

Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

1.3A.8.Pr4b:

Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

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.Re7b:

Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).

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

MU:Cr1.1.E.8a

Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

MU:Re9.1.E.8a

Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

MU.6-8.1.3A.8.Pr4a

Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

MU.6-8.1.3A.8.Pr4b

Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

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.Re7b

Classify and compare how the elements of music and expressive qualities relate to the

	structure within programs of music (e.g., a playlist, live performance).
MUSC.8.MU:Cr1.1.E.8a	Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
MUSC.8.MU:Pr6.1.8.a	Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator’s intent.
MUSC.8.MU:Re9.1.E.8a	Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

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

CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

PRE-ASSESSMENTS

[Unit 4 Formative 1 7th 8th .pdf](#)

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT:

- Students will identify the meter of a piece of

(We are learning to...)

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 music in multiple clefs
- Students will assess time signatures

Student Learning Strategies

- Peer and self- assessments
- Flipgrid prompts
- Edmodo prompts
- Musicteacher games
- Lecture
- Youtube tutorials
- Musictheory.net
- Master Theory exercises
- Composition exercises
- Harmonic analysis
- Rhythmic dictation
- Melodic dictation

Success Criteria

- Assess elements of sheet music
- Identify tonality of pieces

	<ul style="list-style-type: none"> • Dictate prescribed passages in multiple tonalities
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Teacher observation • Edmodo responses • Flipgrid responses • Composition assignments • Self-assessments • Master Theory assignments
<p>Activities and Resources</p>	<ul style="list-style-type: none"> • Dillon, Jacquelyn. <i>Strictly Strings, Book 2</i>. Alfred Pub Co, 1992. • Peters, Charles S., and Paul Yoder. <i>Master Theory Beginning Theory Workbook</i>. Neil A. Kjos Music Co., 1998. • Peters, Charles S., and Paul Yoder. <i>Master Theory Intermediate Theory Workbook</i>. Neil A. Kjos Music Co., 1964. • Musictheory.net • Metronomes • Tuners • Practice mutes • Rosin • Stands • Repertoire • Instruments • Laptops • Headphones • Staff paper
<p>Suggested Modifications</p>	

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.