

Unit 5: Music Theory Weeks 6-30

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

UNIT RATIONALE

The purpose of teaching music theory is to develop and extend upon the previous knowledge of proper facility, notes, rhythms, blend, tonality, meter, intonation, dynamics and shape. Students apply this knowledge to music practice and performance readiness.

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

New Jersey (NJSLS) - Grades 9-12 - Visual and Performing Arts (2020) - Music Ensembles

1.3.C.1acc.Cr1a:

Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.

1.3C.adv.Cr1a:

Compose and improvise musical ideas for a variety of purposes and contexts.

1.3C.12int.Cr2a:

Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

1.3C.12int.Cr3a:

Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively

developed criteria.

New Jersey (NJSLS) - Grades 9-12 - Visual and Performing Arts - Music Composition and Theory - Proficient (2020)

1.3B.12prof.Cn10a:

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a

MU.K-12.1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
MU.9-12.1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

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

WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.1.12.AP.7	Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.
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PRE-ASSESSMENTS

<https://www.musictheory.net/exercises/customize>

INSTRUCTIONAL PLAN

MODULE 1

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

- Identify the meter of a piece of music
- Assess music for signs, symbols, articulation, and dynamics
- Dictate rhythms in response to aural cues
- Dictate melodies in response to aural cues
- Identify intervals in response to aural cues
- Identify tonality in response to aural cues
- Analyze the form of musical compositions
- Compose music in a variety of meters and tonalities
- Analyze the tonal quality of harmony and chords
- Assess key signatures
- Assess music in bass and treble clefs
- Assess time signatures

Student Learning Strategies

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

Success Criteria

- Students can identify key signatures and their affect on tonality of a piece of music.
- Students can articulate idiomatic performance techniques as they relate to the composer and/or piece and/or time period
- Students can identify the form of a piece

Formative Assessment (drives instructional decisions)

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

Activities and Resources

- Periodicals
- Internet/technology
- Technical Studies and supplemental materials
- Korg Chromatic Tuners
- Quality, appropriate concert band literature.
- Recordings
- Music Stands and stand carts
- Student Chairs
- Piano
- Baton
- Conductor's podium
- Finale
- Pencils
- Folders
- Assignment Sheets
- Dry Erase Board and Markers/accessories

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 o



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

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.