

Unit 8: Theory Tonality (Weeks 18-30)

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

UNIT RATIONALE

Tonality of music, major and minor, and different key signatures are building blocks of the next unit, sight reading and can be applied to any music.

In reality this unit will happen in conjunction with the Spring music

ESSENTIAL QUESTIONS

1. What is the key of this piece?
2. What is the tone of this piece ? Was Major/Minor a factor?
3. What are the written differences between Major and Minor?
4. What is the aesthetical difference between Major and Minor?

STANDARDS

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

MU.9-12.1.3B.12prof.Cr1a	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
MU.9-12.1.3B.12adv.Cr1a	Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.
MU.9-12.1.3B.12acc.Cr1a	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.

MU.9-12.1.3B.12prof.Cr2a	Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
MU.9-12.1.3B.12prof.Cr3b	Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

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

WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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).

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

PRE-ASSESSMENTS

Attempt to sight read in the correct key on solfeg and find spots to work on.

INSTRUCTIONAL PLAN

1. Every piece of music has its own key. There are 12 keys
2. Key affects the tone of the piece
3. There is both a written, tangible difference between Major and Minor as well as an aesthetic differences.

MODULE 1

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>-Definition: Key, Major, Minor</p> <p>- the most used key signatures: C Major, D Major, F Major, Bb Major, G Major, a minor, d minor.</p>
<p>Student Learning Strategies</p>	<p>-Students will compose for each other in various keys.</p> <p>-Listening to examples of Major and minor</p> <p>-Changing famous songs from one tonality to another.</p>
<p>Success Criteria</p>	<p>-Identifying the key from the key signature on the concert music as well as their favorite music.</p> <p>-Be able to sight read on solfeg in the correct key, starting simply and becoming complex.</p> <p>-Understanding Major and Minor.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Students are able to identify and perform music in different keys and tonalities.</p> <p>-Quiz on key signatures.</p> <p>-Informal assessment based on immediate performance feedback.</p>
<p>Activities and Resources</p>	<p>flat.io</p> <p>sightreadingfactory.com</p>
<p>Suggested Modifications</p>	<p>English Language Learners Native language support: The teacher provides auditory</p>

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

Pending

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

CCSS.Math.Practice.MP1

Make sense of problems and persevere in solving them.

CCSS.Math.Practice.MP2

Reason abstractly and quantitatively.

CCSS.Math.Practice.MP5

Use appropriate tools strategically.