

Unit 9: Theory: Sight Singing on Solfeg (Weeks 18-36)

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

UNIT RATIONALE

This culminating unit will combine all the theory units up to this point and be able to sight-read music (pick up a score and sing it without prior rehearsal).

In reality, this is after Tonality Unit, with the Spring Concert Unit.

ESSENTIAL QUESTIONS

Solfeg and Sight Reading:

1. What are the syllables of Solfeg?
2. Who invented solfeg and why?
3. What is the relationship between solfeg and key?

STANDARDS

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

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.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.

MU.9-12.1.3B.12prof.Pr4a	Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
MU.9-12.1.3B.12prof.Pr4b	Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.

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

PFL.9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
PFL.9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.1.12.IC.2	Test and refine computational artifacts to reduce bias and equity deficits.

PRE-ASSESSMENTS

Sight read on solfeg in various keys and see what areas need to be addressed.

INSTRUCTIONAL PLAN

Solfeg and Sight Reading:

1. Music has a form that can be expressed in solfeg.
2. A knowledge of solfeg will help the singer become a better sight reader.
3. Solfeg has been used since 1000 a.d.
4. Solfeg follows key signatures previously learned.

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ul style="list-style-type: none">-Students will know the syllables of solfeg- Do. Re, Mi, Fa, Sol, La, Ti, Do.-Students will know how to figure out which note is Do based on the key signature.
Student Learning Strategies	<ul style="list-style-type: none">-Assigning each note a syllable based on key signature and intervals of the notes.-Performing the music on solfed with correct pitch and words.
Success Criteria	<ul style="list-style-type: none">-Students will compose short sections of music that other students will sing on solfeg.-Use excerpts from pieces we are singing and solfeg them so that students are familiar with the melody before we get to that section.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">-In class group sight reading-Taking a section of music and writing in the solfeg.
Activities and Resources	flat.io sightreadingfactory.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 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.MP2

Reason abstractly and quantitatively.

CCSS.Math.Practice.MP5

Use appropriate tools strategically.