Unit 01: Basic Music Theory Weeks 1-8

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

Standards Alignment

New Jersey Student Learning Standards

Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They build strong content knowledge.

They comprehend as well as critique.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
VPA.1.1.8.B	Music
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.3.8.B	Music
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

Integration of Career Readiness, Life Literacies and Key Skills

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CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

Technology / Integration of Computer Science and Design Thinking

CS.6-8.AP	Algorithms & Programming
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
	Control structures are selected and combined in programs to solve more complex problems.
	Individuals design algorithms that are reusable in many situations. Algorithms that are readable are easier to follow, test, and debug.

Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math Section

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit…

Students will be able to create a variety of beats throughout this course using the different google applications being studied while incorporating correct usage of the basics of music. When given different exercises, the students will understand how to create music with different aspects of time, style, and written notation. Students will begin to use their knowledge outside this course in order to cognitively understand what they may be listening to in their every day life.

Meaning

Essential Questions

Essential Questions

Can there be rhythm without a beat?

How does rhythm transmit a feeling to the listener?

How is rhythm, melody, and harmony organized to generate music?

What elements of sound make an instrument/voice unique?

What are some common instruments used in popular music?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

Students will have an understanding and ability to recognize rhythm, beat, and standard notation.

Students will understand how the timbre of specific instruments/voice create unique sounds and how to compose notes to form melodies.

Students will understand how the combination of different families of instruments affect the music making process.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know…

What constitutes a beat

· The importance of rhythm as it relates to musical compositions

· How to identify and interpret time signatures

· How to identify and distinguish between melody and harmony

· How to read basic musical notation

· The significance of proper pitch

· How to transpose musical notes into different octaves

· What common musical instruments look like and be able to the identify the unique sound they make

Skills

Skills

Student will be skilled at …

· Analyzing and identifying standard notation

· Analyzing and identifying time signature

· Analyzing, identifying beat

· Analyzing Identifying rhythm

· Analyzing and identifying melody

· Analyzing and identifying harmony

· Pitch recognition / octave

· Analyzing and identifying basic instruments (brass, percussion, string, woodwind, Miscellaneous)

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Refer to the attached links for resources indicated below:

· Online music theory lessons and activities (www.musictheory.net)

· Videos and articles on basic music theory (Standard Notation, Beat, Rhythm, Time Signature)

· Identifying and analyzing notes on a keyboard including pitch and octave

· Identifying physical aspects and sounds of musical instruments

· Videos on how to train the ear

http://www.musictheory.net/

http://www.enchantedlearning.com/music/printouts/keyboardlabeled.shtml

http://www.enchantedlearning.com/music/instruments/

https://www.youtube.com/watch?v=xlRdWsmfCyg

http://tomz.hubpages.com/hub/Melody--Harmony--Rhythm-the-DNA-of-all-music

Formative Assessment Strategies

Formative Assessment Strategies

Small group presentations showing knowledge and understanding of basic music theory.

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Classroom discussion / lectures

Demonstrations on the following topics:

Students will work in small groups using computers and "playback" monitors to explore the key terms and concepts indicated below and their relevance to Basic Music Theory

· Beat

· Rhythm

· Standard Notation

· Ear Training (Identifying Pitch)

· Octave

· Time Signature

· Music's DNA (Melody, Harmony, and Rhythm)

· Listening and Identifying Instruments

· Active Listening Activities

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, GIfted, At-risk of Failure)

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.