Unit 06: Theory: First Cumulative

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

Standards Alignment

New Jersey Student Learning Standards

VPA.1.1.12.B	Music
VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.3.12.B	Music
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
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.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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

	Craft and Structure
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RI.11-12	Reading Informational Text
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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 demonstrate mastery of the first three units of theory, combining notes, rhythm and meter.

Meaning

Essential Questions

Essential Questions

Clefs:

1. Could you understand music without notation?

2. What are the note names of the Treble Clef?

3. What are the note names of the Bass Clef?

4. What are the mnemonic devices to remember note names?

5. How does knowledge of the Clefs affect you as a singer?

Rhythm:

1. Is there music without rhythm?

2.Please identify notes as one of the following: a whole note, half note, dotted half note, quarter note, 8th notes,16th note.

3. How many beats to the following notes received in both playing and singing: a whole note, half note, dotted half note, quarter note, 8th notes,16th note?

4. Please identify rests as one of the following:a whole rest, a half rest, a quarter rest, an 8th rest and a 16th rest.

5. How many beats of silence do the following recieve: a whole rest, a half rest, a quarter rest, an 8th rest and a 16th rest?

Meter:

1.What does the bottom number mean in a meter?

2.What does the top number mean in a meter?

3.What meters are in our concert music?

4.What meter is your favorite song in?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

Clefs:

1. Though composers are creative, great music requires skills and disciple to create quality.

2. The Treble Clef is the notes from Middle C and above.

3. The Bass Clef generally consists of notes below Middle C.

4. There are easy and lasting techniques to remembering note names by using a mnemonic device.

5. Note names help the singer to become a better musician and sight reader.

Rhythm:

1. Though composers are creative, great music requires skills and disciple to create quality.

2. Students will learn to identify and distinguish what a whole note, half note, dotted half note, quarter note, 8th notes,and 16th notes are.

3. Students will know the beats for a whole note, half note, dotted half note, quarter note, 8th notes,and 16th notes.

4. Students will learn to identify and distinguish a whole rest, a half rest, a quarter rest, an 8th rest and a 16th rest.

5. Students will learn how long silence occurs in a whole rest, a half rest, a quarter rest, an 8th rest and a 16th rest.

Meter:

1.Students will know that 4/4 means 4 beats in a measure and the quarter note gets the beat.

2.Students will know that 3/4 means 3 beats in a measure and the quarter note gets the beat.

3.Students will know that 2/4 means 2 beats in a measure and the quarter note gets the beat.

4.Students will know that 6/8 means 6 beats in a measure and the eighth note gets the beat.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know…

Students will know the correct clef they are singing in.

Students will know the note names of the notes they are singing.

Students will know the rhythm of the notes.

Students will know the duration of the rest in their line.

Students will know what meter the music is in.

Skills

Skills

Student will be skilled at …

...identifying and performing clefs, notes, rhythms and meters.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

flat.io (composing site)

Formative Assessment Strategies

Formative Assessment Strategies

Students will compose and perform short measures of music.

-Knowledge is shown through performance of repertoire.

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Students will compose and perform short measures of music.

Students can perform and identify correctly in our Concert music.

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

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.

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.