Unit 06: Sight-Singing - Skips, Meter, and Key Signatures

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

Standards Alignment

New Jersey Student Learning Standards

VPA.1.1.8.B	Music
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.3.8.B	Music
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.

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.8.1.8	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.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

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

LA.K-12.NJSLSA.SL	Speaking and Listening
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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… This unit continues the sight-singing work in the previous units by introducing melodies with skips, which are more difficult than melodies that only move by step. Rhythm continues to develop as the unit explores meter and how it affects the grouping of rhythms or notes. Music can be built around many different scales, and knowledge of key signatures will allow students to choose the correct scale when labeling notes with Solfege syllables and sight-singing.

Meaning

Essential Questions

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- How can I effectively learn a new piece of music and follow along with the notes?
- How can I use the Solfege syllables and hand signs to help learn a new piece of music?
- How do I successfully sing a major scale?
- How can I sing in tune?
- What does a step/skip look like in music?
- How many beats does a quarter/half/whole/eighth/sixteenth/dotted quarter/dotted half note or rest receive?
- What does a meter look like, and what does each number mean?
- Which scale is this piece of music based upon?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- Sight-singing is a valuable asset for singers to quickly learn a new piece of music.
- The Solfege syllables and hand signs are tools used to help students learn unfamiliar music.
- The major scale follows an unchanging system of whole and half steps, regardless of key.
- Singing in tune requires active listening skills that can be developed through ear training exercises.
- Notes that move in steps are next to each other in the scale, and notes that move in skips jump to a non-neighboring syllable.
- Understanding the differences in length between the different types of notes and rests helps singers comprehend the rhythm of their vocal part.
- The meter of a piece of music helps musicians divide music into equal parts (measures), and is comprised of two different numbers.
- Key signatures dictate which scale the music is based upon.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know…

- Solfege syllables and corresponding hand signs
- How to construct the major scale using whole steps and half steps
- Definitions of whole step, half step, sharp, flat, step, and skip
- The duration of each note or rest
- Various time signatures (including 4/4, 3/4, 2/4, 6/8, and others depending on concert repertoire) and how they divide music
- How to find the key of a piece of music using the key signature

Skills

Skills

Student will be skilled at …

- Sight-singing melodies with stepwise motion
- Performing the major scale with Solfege syllables and hand signs
- Audiating musical intervals using Solfege syllables
- Aurally recognizing the difference between whole steps and half steps
- Performing rhythms using their correct durations, either singing or speaking
- Identifying the meter of a piece of music
- Identifying the key of a piece of music

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- Successful Sight Singing for Middle School Chorus - Dale Duncan
- Curwen hand signs (hanging in classroom)

Formative Assessment Strategies

- Written warm-ups, including explaining the difference between a step and skip, labeling the meter, labeling the key signature, naming the solfege syllables, identifying the hand signs, identifying whole steps and half steps, identifying if notes are sharp/flat/in tune.
- Finding examples of steps or skips in Winter/Spring Concert music
- Finding the meter or key signature in Winter/Spring Concert music

Learning Activities/Unit of Study

- Sight-Singing - a new melody is introduced to the class, and the class is given time to work through the melody on their own. After a minute, the class will sing through the melody together using Solfege syllables and hand signs.
- Forbidden Pattern - a daily game that reinforces the Solfege syllables and hand signs. Students echo Solfege patterns demonstrated by the teacher. Score is kept for the day as well as throughout each marking period.
- Follow the Hand - a game that strengthens audiation skills and prepares for sight-singing
- Intonation Archery - students listen to a note and decide if it's sharp, flat, or in tune.
- Use example from Winter/Spring Concert music to demonstrate step, skip, meter, or key signature

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.