

# Unit 1: Notation

Content Area: **Music**  
Course(s): **Music Theory & Basic Composition I**  
Time Period: **1st Marking Period**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

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Students will identify basic music notation through the identification of musical staves, pitches, note values, and rhythms. Students will also identify dynamics, tempos, and articulations.

## Transfer

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Students will be able to independently use their learning to...

- Creating musical compositions with simple notes and rhythms.
- Identify, count, and perform simple rhythms.
- Identifying dynamics, tempos, and articulations.

## Meaning

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## Understandings

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Students will understand that...

- Effective musicians must be able to read pitch notation with the same ease at which they read letters of the alphabet.
- The piano keyboard is an essential reference tool for understanding the chromatic structure of Western tonality.
- The grand staff is used to notate the typical pitch range of Western music.
- Note values serve as the building blocks of rhythm.
- Rhythm is the temporal element of music.
- The complex artistry of music is contained not in the notes and rhythms, but in its expressive elements.

## **Essential Questions**

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Students will keep considering...

- How does fluency in note reading lead to better musical outcomes?
- In what ways can the piano keyboard be utilized for improved musical understanding?
- Why do musicians need to understand the grand staff when their instruments/vocal ranges utilize only a portion of it?
- How do note values and rhythm relate to fractions in mathematics?
- In what ways are our way of measuring duration in music similar to our ways of measuring time?
- What expressive elements can be used to enhance the interest for the listeners and performers?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- The music staff is comprised of 5 lines and 4 spaces.
- Differences in the treble and bass clef.
- The grand staff is the unification of the treble and bass clefs.
- Ledger lines temporarily extend the staff to notate pitches outside the ordinary ranges of clefs.
- Difference between a flat, sharp, and natural.
- Values of whole, half, quarter, 8th, and 16th notes.
- Time signatures indicate the number of beats per measure and the type of note value that equals one beat.
- Difference between a tie and a slur.
- Dynamic markings are used to vary the volume of music.

-Tempo markings indicate the speed of music.

-Articulation describes the various ways in which individual notes are to be played or sung outside the realms of dynamic and tempo.

### **Students will be skilled at...**

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Students will be skilled at...

-Creating musical staves.

-Copy treble and bass clefs on musical staves.

-Identify pitches on the musical staff in treble and bass clef.

-Draw pitches on the musical staff in treble and bass clef.

-Create the grand staff.

-Name pitches that use ledger lines relative to treble and bass clefs.

-Draw, identify, and quantify whole, half, quarter, 8th, and 16th notes.

-Count and perform rhythms.

-Identifying dynamics, tempos, and articulations.

### **Academic Vocabulary**

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Staff

Clef

Pitch

Treble Clef

Bass Clef

Grand Staff

Ledger Line

Bar line

Double bar

Time Signature

Tie

Slur

Dynamics

Tempo

Articulation

Flat

Sharp

Natural  
Enharmonic

## **Learning Goal**

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Identify, recall, and compose simple notes and rhythms to create musical notation.

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.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.1.3.12.B.3	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
VPA.1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

## **Target 1-- Level 1 Retrieval**

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SWBAT identify notes of the treble and bass clefs.

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.
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## **Target 2-- Level 2 Comprehension**

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SWBAT draw notation with an understanding of clefs, notes and rhythmic values.

VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.

## **Target 3-- Level 3 Analysis**

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SWBAT distinguish between different dynamic, tempo, and expression markings.

VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.

### **Target 4-- Level 4 Knowledge Utilization**

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SWBAT apply knowledge of music notation to create simple original compositions.

VPA.1.3.12.B.3	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
VPA.1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

### **Summative Assessment**

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-Benchmark Exam

-Finale Project

### **Formative Assessment and Performance Opportunities**

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-Aural Dictation

-Self-critique

-Written assessments

-Study and analysis of popular or created musical compositions.

### **21st Century Life and Careers**

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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.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Differentiation / Enrichment**

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### **Differentiation**

- Strategic seating for reduced distraction, enabling better lesson focus.
- Small-group, teacher-monitored learning activities.

### **Enrichment**

- Expand and extend concepts and ideas.
- Students will be provided with additional resources on relative topics.
- Provide students with supplemental resources to expand knowledge base.
- Create experiences for deeper learning.

## **Unit Resources**

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- Alfred's Essentials of Music Theory
- Music in Theory and Practice (Eighth Edition)
- Audio/video examples
- Written tests
- Classroom Piano
- Harmony Director Keyboard
- Finale 2012

