

Unit 2: Scales, Tonality, & Keys

Content Area: **Music**
Course(s): **Music Theory & Basic Composition I**
Time Period: **1st Marking Period**
Length: **6 Weeks**
Status: **Published**

Unit Overview

Students will learn to analyze the structure of music based on knowledge of the construction of major and chromatic scales. Students will also learn to identify key signatures in every key.

Transfer

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

- Analyze music on the written staff and the keyboard.
- Construct major scales when given a starting pitch.
- Construct chromatic scales when given a starting pitch.
- Construct key signatures in all keys.

Meaning

Understandings

Students will understand that...

- Major scales are the melodic backbone of modern music.
- Chromatic scales represent the entire tonal vocabulary available to the performer and composer.
- Key signatures simplify the reading of music.
- Key signatures originated as an expression of major scales.

Essential Questions

Students will keep considering...

- How can evidence of the major scale structure be found in music literature?
- In what ways does the chromatic scale relate to the musical keyboard?
- What elements of chromaticism can be used to enhance music?
- What would be different about music notation without key signatures?
- How do key signatures relate to major scales?

Application of Knowledge and Skill

Students will know...

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- Scales are comprised of whole and half steps.
- Major scales are constructed of whole and half steps in a specific pattern.
- Chromatic scales are constructed of all half steps.
- Each major scale has a unique key signature.
- The key of C major has no sharps or flats.
- Sharp keys are identified by the pitch one half step higher than last sharp in the key signature reading left to right.
- Flat keys are identified by the penultimate flat in the key signature reading left to right.
- The order of sharps in key signatures is fixed throughout all music.
- The order of flats in key signatures is the inverse of the order of sharps.

Students will be skilled at...

Students will be skilled at...

- Match key signatures to their corresponding major scales and keys.

- Recognize the key of C major by the lack of an apparent key signature.
- Name the major key using the appropriate procedure when provided with sharp key signatures.
- Name the major key using the appropriate procedure when provided with flat key signatures.
- Use the order of sharps to construct key signatures when given the major key.
- Use the order of flats to construct key signatures when given the major key.

Academic Vocabulary

Tetrachord
Major Scale
Key Signature
Enharmonic Scales
Chromatic Scale

Learning Goal

Identify, recall, and compose major scales, chromatic scales, and key signatures.

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

SWBAT identify key signatures in all major keys.

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
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musical compositions.

Target 2-- Level 2 Comprehension

SWBAT notate major and chromatic scales in all keys.

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

SWBAT differentiate between flat and sharp key signatures.

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

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

-Benchmark Exam

-Finale Project

Formative Assessment and Performance Opportunities

- Aural Dictation
- Self-critique
- Written assessments
- Study and analysis of popular or created musical compositions.

21st Century Life and Careers

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

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

- 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