

Unit 5: Cadences & Nonharmonic Tones

Content Area: **Music**
Course(s): **Music Theory & Basic Composition I**
Time Period: **3rd Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

Students will identify cadences in chord progressions and how they function within larger compositions. Students will also identify and implement non-harmonic tones within a composition.

Transfer

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

- Hear how cadences create a resolution to the musical phrase.
- Discover how non-harmonic tones are essential to creative melodies.

Meaning

Understandings

Students will understand that...

- Composers organize chords in specific combinations to signal the conclusion of musical passages.
- Composers often embellish chords with nonchord pitches.
- The differences between non-harmonic tones create musical excitement.

Essential Questions

Students will keep considering...

- How do cadences effect the resolution of musical passages?
- How do the use of non-harmonic tones in compositions create a variety of textures?

Application of Knowledge and Skill

Students will know...

Students will know...

- Like sentence structure, chords often flow in predicatble and logical progressions.
- Knowledge of chords and progressions can be used to harmonize melodies.
- Not every note in music belongs to the prevailing harmony of the measure. Pitches are not in the established chord as known as non-harmonic tones. The two most common non-harmonic tones are passing and neighbor tones.
- No single concept of music theory acts in isolation. Pitch, rhythm, intervals, scales, and chords are brought together to create music.

Students will be skilled at...

Students will be skilled at...

- Find and explain cadences in chord progressions within passages of music.
- Synthesize music within provided guidelines based on established chord progressions.
- Recognize and implement non-harmonic tones in compositions.

Academic Vocabulary

Cadence

Perfect Authentic Cadence

Imperfect Authentic Cadence

Half Cadence

Phrygian Cadence

Plagal Cadence
Deceptive Cadence
Non-harmonic tones
Passing Tone
Neighboring Tone
Escape Tone
Anticipation
Suspension
Retardation
Appoggiatura
Changing Tones
Pedal Tone

Learning Goal

Identify, recall, and compose cadences and non-harmonic tones within composed 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.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 authentic, half, plagal, and deceptive cadences within a musical composition.

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.
----------------	--

Target 2-- Level 2 Comprehension

SWBAT implement non-harmonic tones such as passing and neighboring tones in a chord progression.

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 distinguish the differences in cadences and non-harmonic tones and how they effect the musical composition.

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 experiment with using a variety of cadences and non-harmonic tones to create musically pleasing 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