Unit 6: Four Part Chorale Writing

Content Area: **Music**
Course(s): **Music Theory & Basic Composition I**
Time Period: **4th Marking Period**
Length: **6 Weeks**
Status: **Published**

Unit Overview

Students will learn best practices of voice leading in 18th century four part chorale writing. Four part writing demonstrates in an uncomplicated fashion principles that are the basis of compositions from this time period. In four voice textures, the interaction of harmony and melody and their equal importance become clear. The four individual melodic lines come together, generating a chord, while maintaining smooth melodic connections from pitch to pitch.

Transfer

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

-Create unique compositions that have a variety of musical elements while adhering to part writing rules.

-Understand there are multiple ways to compose music.

Meaning

Understandings

Students will understand that...

-Students will learn to read and compose using figured bass writing.

-The best way to understand the practices of 18th century voice leading is to examine works by composers of the period.

-Chorale harmonizations reveal many of the basic idioms of four-part writing in the baroque style.

-The principles that govern chord progression and voice leading are inherent in chorales.

-Chorale melodies of the 18th century were derived from a variety of sources.

-Students will find musical elements within real pieces of performed music during Common Practice period.

Essential Questions

Students will keep considering...

-What are the basic rules of four part chorale writing?

-How do we implement chorale writing into our compositions?

-How does culture affect music?

-How does one musical style influence another?

-What are the differences in scoring for different ensembles?

Application of Knowledge and Skill

Students will know...

Students will know...

- Common stylistic practice in four voice texture
- The reasons for four voices (soprano, alto, tenor, bass)
- The difference between open and close positions
- How to compose in the style of four part chorales

Students will be skilled at...

Students will be skilled at...

-Determining key signature of a chorale.

-Analyzing chords and assigning roman numerals.

-Seperating chords into four voices.

-Avoiding parallel unisons, fifths, and octaves.

-Using good doubling practices.

-Composing music with voice leading in mind.

Academic Vocabulary

Four-Voice texture
Chorale
Stylistic practice
Common tone
Doubling
Cadential
Pedal Bass
Parallel Fifths
Parallel Octaves
Parallel Unisons
Crossed Voicing
Soprano
Alto
Tenor
Bass
Close position
Open position

Learning Goal

Students will learn best practices of voice leading in 18th century four part chorale writing.

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 the figured bass in four part chorale writing.

| 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 divide chords into four parts using the stylistic practices of the time period.

| 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 evaluate chorales to check for voice leading errors.

| 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 knoledge of stylistic practices in four part chorale writing to create 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.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.

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 knowedge 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