

Unit 7: Aural Theory

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 to use their ears to gain a better understanding of musical compositions. Harmonic, Melodic, and Rhythmic dictation will be used, as well as interval identification. Students will have to notate what they hear, using the knowledge from previous units.

Transfer

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

- Identify intervals in popular music.
- Improve at sightreading by recognizing pitch and rhythm easily.

Meaning

Understandings

Students will understand that...

- Interval identification will make it easier to recognize patterns in music.
- Rhythmic dictation will help when sightreading or sightsinging a piece of music.
- Melodic dictation will give students a greater understanding of complex musical passages.

Essential Questions

Students will keep considering...

-How does harmonic dictation help us in identifying intervals?

-How does rhythmic dictation make us better sightreaders?

-How does melodic dictation give us a better understanding of complex musical scores?

Application of Knowledge and Skill

Students will know...

Students will know...

-How to identify harmonic intervals.

-How to construct a rhythm by ear.

-How to construct a melody by ear.

Students will be skilled at...

Students will be skilled at...

-Aurally identifying perfect, major, minor, diminished, and augmented intervals

-Identifying rhythms based on what they hear

-Identifying notes based on what they hear

Academic Vocabulary

Harmonic Dictation

Rhythmic Dictation

Melodic Dictation

Metronome

Tempo

Time Signature

Learning Goal

Students will understand how to develop their ears by aurally identifying intervals, rhythms, and melodies.

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 aurally identify major, minor, perfect, diminished, and augmented intervals.

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

SWBAT describe the most efficient ways to identify intervals, rhythms, and melodies.

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 between different rhythms and pitches to correctly identify an aural excerpt.

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.
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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 aural activities when composing original music.

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