

Unit 6: Advanced Repertoire Work and Complex Structures

Content Area: **Music**
Course(s): **Piano Lab I**
Time Period: **1 marking period**
Length: **6-7 Weeks**
Status: **Published**

Unit Overview

In this unit, the students will read, write, practice, and perform Advanced Repertoire Work and Complex Structures. Students will read, write, and perform more complex accompaniments. Students will also learn how to harmonize melodies using more complex chord qualities and musical structures, and improvise accompaniments using more advanced chord progressions and musical structures. Students will read and perform advanced solo repertoire. Students will improvise and perform accompaniments using given chord symbols. Students will read, write, improvise, and perform music using other musical modes, including Ionian, Lydian, Mixolydian, Aeolian, Dorian, and Phrygian Mode. Students will read, write, improvise, and perform music using other scale structures, including the Blues scale, Whole Tone Scale, and Chromatic Scale.

Transfer

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

- Read, write, and perform advanced repertoire work using complex musical structures.
- Read, write, improvise, and perform music within various other modes, including the Ionian Mode, Aeolian Mode, Lydian Mode, Mixolydian Mode, Dorian Mode, Phrygian Mode.
- Read, write, improvise, and perform music within various other scale structures, including the Blues Scale, Whole Tone Scale, and Chromatic Scale.
- Read, write, improvise, and perform complex accompaniments within given complex musical structures and, chord symbols, or melodies.
- Read, write, improvise, and perform advanced solo repertoire.
- Interpret advanced musical nomenclature in order to practice and perform notated sheet music.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

-Notated sheet music will utilize a variety of chords and chord inversions used in a wide variety of compositional styles.

-Accompaniments may be improvised within given chord symbols and musical structures.

-Music may be composed, improvised, and performed using a variety of musical modes.

-Music may be composed, improvised, and performed using a variety of musical scales other than Major or Minor.

Essential Questions

Students will keep considering...

-How are varying scales, modes, chords, chord progressions, and complex musical structures used for various aesthetic reasons?

Application of Knowledge and Skill

Students will know...

Students will know...

- How to read and perform advanced solo repertoire using a variety of musical scales and modes.
- How to read, write, improvise, and perform complex accompaniments within given musical structures than utilize other scales and modes.

Students will be skilled at...

Students will be skilled at...

- Harmonizing music and creating accompaniments using advanced chord structures and styles of accompaniment.
- Reading, writing, improvising, and performing using various scale structures, including the Blues scale, Whole Tone Scale, and Chromatic Scale.
- Identifying, writing, improvising, and performing using various musical modes.
- Interpreting and being able to play a piece of music using more advanced accompaniments.
- Written and verbal self-critique and peer critique.

Academic Vocabulary

Blues Scale

Ionian Mode

Lydian Mode

Mixolydian Mode

Dorian Mode.

Aeolian Mode

Phrygian Mode

Chromatic Scale

Whole Tone Scale

Leadsheet

Target 2

Students will be able to demonstrate understanding of (through reading, writing, and performing) other musical modes, including Ionian, Lydian, Dorian, Mixolydian, Aeolian, and Phrygian Mode.

VPA.9-12.1.1.12.1	Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.
VPA.9-12.1.1.12.2	Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.
VPA.9-12.1.1.12.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.9-12.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.9-12.1.2.12.1	Cultural and historical events impact art-making as well as how audiences respond

	to works of art.
VPA.9-12.1.2.12.2	Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship.
VPA.9-12.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.9-12.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.9-12.1.3.12.1	Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.
VPA.9-12.1.3.12.2	The ability to read and interpret music impacts musical fluency.
VPA.9-12.1.3.12.3	Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.
VPA.9-12.1.3.12.4	Basic vocal and instrumental arranging skills require theoretical understanding of music composition.
VPA.9-12.1.3.12.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.9-12.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.9-12.1.3.12.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.9-12.1.3.12.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.
VPA.9-12.1.4.12.1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
VPA.9-12.1.4.12.2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.

Summative Assessment

Critiques, self and peer

Performance assessments

Written tests

21st Century Life and Careers

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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.

Formative Assessment and Performance Opportunities

Student demonstration at the keyboard.

Peer critiques of other students.

Self-critique.

Written assessments.

Study and analysis of classic piano performances through audio/video examples.

Music theory tests/quizzes.

Performance assessments of chosen repertoire.

Differentiation/Enrichment

Students are provided opportunities to be successful through the use of piano keyboards, listening assignments, written/verbal critique, teacher monitoring/assessing, and peer critique.

Unit Resources

Digital Piano keyboards and benches

Teacher modeling

Blank staff paper

Piano sheet music

Music theory worksheets

Recorded musical examples

Video examples

Written Tests

Textbook

- Audio/Visual Examples
- Digital Piano Keyboards
- Internet Resources
- Music Theory Worksheets
- Sheet Music