

Unit 2: In-depth Developmental Music Theory/Piano Knowledge

Content Area: **Template**

Course(s):

Time Period:

Length:

Status: **Published**

State Mandated Topics Addressed in this Unit

| <u>State Mandated Topics Addressed in this Unit</u> | |
|---|-----|
| N/A | N/A |

Music Theory/Piano Knowledge

Learning Objectives

- Students will apply the in-depth knowledge of the musical keyboard
- Students will be able to accurately demonstrate and apply the skills of performance, identification, discussion, analysis, comparison, drawing, recognition, spelling, transcription, transposition, and composition to their major instrument
- Students will be able to accurately demonstrate and identify how to read simple right-hand melodies accompanied by a simple I, IV, and V7 left-hand accompaniment in easy keys.
- Students will be able to accurately demonstrate and identify the enharmonic relationships of notes that have more than one name.
- Students will be able to accurately demonstrate and identify the use of whole and half steps, along with their required arrangement, to play a major scale.
- Students will be able to accurately identify and demonstrate the locations of all the notes of the musical alphabet on the white keys of the piano.
- Students will be able to accurately identify and demonstrate the names of the black notes as they relate to the white keys, using accidentals.

Essential Skills

- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Apply to major instrument
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Reading simple right-hand melodies with a simple I, IV V7 left-hand accompaniment in easy keys.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize,

spell, transcribe, transpose or compose The enharmonic relationship of notes with more than one name

- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The location of all the notes of the musical alphabet on the white keys.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The names of the black notes as they relate to the white keys using accidentals
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The use of whole and half steps and their required arrangement needed to play a major scale.

Standards

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|--------------------------|--|
| MU.9-12.1.3B.12adv.Cr1a | Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas. |
| MU.9-12.1.3B.12adv.Cr2a | Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas. |
| MU.9-12.1.3B.12adv.Cr2b | Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms. |
| MU.9-12.1.3D.12adv.Cr3a | Develop and apply criteria to critique, improve, and refine drafts of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies. |
| MU.9-12.1.3D.12adv.Cr3b | Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality. |
| MU.9-12.1.3B.12adv.Cr3b | Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent. |
| MU.9-12.1.3B.12adv.Pr4c | Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creator's intent. |
| MU.9-12.1.3B.12adv.Pr5a | Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work. |
| MU.9-12.1.3B.12adv.Pr5b | Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style and historical/cultural context of the works. |
| MU.9-12.1.3B.12adv.Pr5c | Identify, compare and implement strategies for improving the technical and expressive aspects of multiple contrasting works. |
| MU.9-12.1.3B.12adv.Pr6a | Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed. |
| MU.9-12.1.3D.12adv.Re7b | Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context. |
| MU.9-12.1.3B.12adv.Re7a | Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition. |
| MU.9-12.1.3B.12adv.Cn10a | Demonstrate how interests, knowledge, and skills related to personal choices and intent |

MU.9-12.1.3B.12adv.Cn11a

when creating, performing, and responding to music.

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Instructional Tasks/Activities

- Activity 1
- Activity 10
- Activity 2
- Activity 3
- Activity 4
- Activity 5
- Activity 6
- Activity 7
- Activity 8
- Activity 9

Assessment Procedure

- discussions
- classwork/homework
- participation in performance
- peer observation
- Teacher observation
- tests/quizzes

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson

- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally

- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Resources

- Google Classroom
- handouts
- instruments
- Music Theory texts
- MusicFirst
- Noteflight
- screen recordings
- SoundTrap
- The internet
- Tonesavvy
- virtual instruments
- whiteboard