

# Unit 3: In-Depth Developmental Music Theory with a Focus on Application—Rhythms

Content Area: **Template**

Course(s):

Time Period:

Length:

Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit Name

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## Learning Objectives

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- Students will be able to accurately count notes and rests concerning their placement within measures of varying lengths.
- Students will be able to accurately demonstrate and apply the concepts of common time, cut time, and the swing feel for eighth notes to their major instrument, contrasting it with a traditional straight feel
- Students will be able to accurately demonstrate and identify the relative note values of whole, half, quarter, eighth, sixteenth, and thirty-second notes
- Students will be able to accurately demonstrate and identify the use of common time and cut time, as well as introduce the swing feel for eighth notes, contrasting it with a traditional straight feel.
- Students will be able to accurately demonstrate and identify the use of common time and cut time.
- Students will be able to accurately demonstrate and identify the use of simple duple and triple time signatures, as well as compound time signatures, to represent meter.
- Students will be able to accurately demonstrate the proper use of metric divisions of measures and subdivisions within measures
- Students will be able to accurately describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.
- Students will be able to accurately read and play differing combinations of note and rest configurations of whole, half, quarter, eighth, sixteenth, and thirty-second notes.
- Students will be able to analyze and demonstrate the development of sounds and extended musical ideas in drafts of music across a variety of moderately complex or complex forms.
- Students will be able to analyze how the elements of music, including form, and the compositional techniques of selected works relate to their style, function, and context.
- Students will be able to assemble and organize multiple sounds or extended musical ideas to create initial expressive statements representing selected extended experiences or abstract ideas.
- Students will be able to identify and select specific sections, movements, or entire works that express

personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.

- Students will be able to research, identify, explain, and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts, leading to final versions of their musical compositions.
- Students will be able to 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
- Students will develop in-depth knowledge of the proper rhythmic interpretation of notes.

## Essential Skills

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- Apply to major instrument
- Relative note values of whole, half, quarter, 8th, 16th and 32nd notes.
- The ability to correctly count notes or rests with regard to placement within measures of varying lengths
- The ability to correctly read and play differing combinations of these note and rest configurations at an easy to intermediate level.
- The proper use of metric divisions of measures and subdivisions within measures
- The use of common or cut time
- The use of common or cut time Introduction of the swing feel for eighth notes as it contrasts with a traditional straight feel
- The use of simple duple or triple time signatures and compound time signature to represent meter

## 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.9-12.1.3E.12adv.Cr3a	Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.
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.9-12.1.3E.12adv.Cr3b	Share a portfolio of musical creations representing varied styles and genres that demonstrates musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.
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.9-12.1.3C.12adv.Re7a	Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.
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.9-12.1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
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 when creating, performing, and responding to music.
MU.9-12.1.3B.12adv.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## **Instructional Tasks/Activities**

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

## **Assessment Procedure**

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- classwork/homework

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

## **Recommended Technology Activities**

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- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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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**

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

## **Instruction/Materials**

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- 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**

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- 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**

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- instruments
- MusicFirst
- Google Classroom
- handouts

- Music Theory texts
- Noteflight
- screen recordings
- SoundTrap
- The internet
- Tonesavvy
- virtual instruments
- whiteboard