

# Unit 7: In-depth Developmental Music Theory/Harmony

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

## Unit Name

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## Learning Objectives

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- Students will accurately identify and define intervals, including their inversions, understanding the relationship between different intervals and their inverted forms.
- Students will accurately identify and define tertian harmony, understanding how chords are built by stacking thirds
- Students will accurately identify and define the four types of triads: major, minor, diminished, and augmented, understanding their distinct structures and sound qualities
- Students will accurately identify and name the diatonic intervals within the major scale, including major seconds, major thirds, perfect fourths, perfect fifths, major sixths, and major sevenths.
- Students will accurately identify and name the intervals derived from major diatonic intervals, including minor seconds, minor thirds, diminished fourths, augmented fourths, diminished fifths, augmented fifths, minor sixths, and augmented sixths.
- Students will accurately measure intervals by counting both the note-letter names and the number of semitones between two notes, demonstrating understanding of the relationship between these two methods.
- Students will analyze and compare different chord progressions that utilize tertian harmony, recognizing how they contribute to the overall harmonic structure of a piece
- Students will analyze and compare different examples of music that utilize diatonic intervals, discussing their impact on harmony and melody.
- Students will analyze and compare examples of music that utilize major, minor, diminished, and augmented triads, recognizing how these triads contribute to the overall musical context
- Students will analyze examples from various musical genres that utilize these intervals, discussing their effects on harmony and melody.
- Students will analyze examples of music that use intervals and their inversions, comparing the effects of different intervals on the musical context

- Students will analyze musical examples to determine the intervals present, counting both note-letter names and semitones to verify their findings
- Students will compose short melodies that incorporate various diatonic intervals of the major scale, showcasing their understanding of how these intervals function melodically.
- Students will compose short musical phrases that incorporate minor, diminished, and augmented intervals, illustrating their understanding of how these intervals alter the character and emotion of music.
- Students will demonstrate the ability to construct major, minor, diminished, and augmented chords through the stacking of thirds on their instruments
- Students will demonstrate the ability to play each type of triad on their instruments, focusing on correct fingerings and voicings
- Students will demonstrate the ability to play intervals and their inversions on their instruments, focusing on correct intonation and technique
- Students will demonstrate the ability to play these intervals on their instruments, focusing on accurate pitch and sound quality.
- Students will demonstrate the ability to play these intervals on their instruments, focusing on proper intonation and technique.
- Students will develop in-depth knowledge of the vertical use of harmonic material
- Students will discuss the importance of tertian harmony in music composition and how it forms the basis for most Western music
- Students will discuss the theoretical implications of each triad type, including their roles in harmony and chord progressions
- Students will discuss the theoretical implications of inversions, including how they affect harmony and the overall sound of a piece of music
- Students will identify and discuss the importance of both counting methods in understanding music theory and constructing melodies or harmonies
- Students will perform intervals on their instruments, applying proper technique while demonstrating their ability to recognize and measure different intervals.
- Students will practice exercises that involve transcribing intervals by measuring their size through both counting techniques, reinforcing their understanding and application of interval measurement.
- Students will transcribe given melodic lines that include diatonic intervals, ensuring correct notation and understanding of interval relationships.
- Students will transcribe melodic lines that include various intervals, ensuring correct notation and comprehension of interval relationships.
- Students will write out both the original intervals and their inversions in musical notation, ensuring proper placement on the staff.
- Students will write out the chords in musical notation, ensuring correct spacing and placement on the staff
- Students will write out the triads in musical notation, ensuring proper placement and spacing on the staff

## Essential Skills

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- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The ability to invert triads and seventh chords to their different inversion possibilities.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize,

spell, transcribe, transpose or compose The ability to label each chord according to its root and its inversion using both standard guitar chord symbols and the combination of Roman numerals with figured bass notation.

- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The addition of a fourth element to the triad to create dominant seventh chord V7 and its use in leading music back to tonic (I).
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The logical choice of each inversion as a point of practicality in writing or playing a series of chords in a chord progression.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The measurement of an interval's size by counting both note-letter names and semitones and the technique required for counting either
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The order of these triads as they appear in any major scale or any harmonic minor scale.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The recognition and writing of the inversion and interval.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The recognition, playing, and writing of all other intervals as variations in the number of semitones of the major diatonic intervals defined as minor, diminished, or augmented.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The recognition, playing, and writing of major, minor, diminished, and augmented triads.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The recognition, playing, and writing of the diatonic intervals of the major scale perfect or major
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The stacking of thirds to create chords using standard tertian harmony.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose the use of proper order of primary chords in simple keys for creating a standard 12-bar blues progression upon which students will participate in a jam session using the basic rhythm section instrumentation of keyboard, bass, guitar and drums, as well as their primary instruments
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The verbal definitions of chords built on various scale degrees as tonic, supertonic, mediant, subdominant, dominant, submediant or leading tone.

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