

Unit 6: In-depth developmental Music Theory/Linear Melody

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

Learning Objectives

- Students will be able to accurately demonstrate and apply the improvisational use of the blues scale on their major instrument within the context of a 12-bar blues jam session.
- Students will be able to accurately demonstrate and identify the correct use of melodic material in various textures, including monophony, homophony, polyphony, and counterpoint.
- Students will be able to accurately demonstrate and identify the improvisational use of the blues scale on their primary instrument within the context of a 12-bar blues jam session.
- Students will be able to accurately demonstrate and identify the intervallic use of notes to play scale steps, chromatic steps, and diatonic melodic intervals of differing sizes.
- Students will be able to accurately demonstrate and identify the writing and playing of all major scales in all keys on their primary instrument
- Students will be able to accurately demonstrate and identify the writing and playing of the chromatic scale on their primary instrument, using sharps in the ascending order and flats in the descending order.
- Students will be able to accurately demonstrate and identify the writing of all relative minor scales corresponding to their related major keys, as well as the writing of parallel minor scales.
- Students will be able to accurately demonstrate and identify the writing of the seven modes in scale form, relating them to both parallel modality and relative modality within all source keys
- Students will be able to accurately demonstrate and identify the writing of the three forms of the minor scale: natural minor, harmonic minor, and melodic minor.
- Students will develop in-depth knowledge of linear uses of melodic material

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 Familiarity with the correct use of melodic material in monophony, homophony, polyphony and counterpoint.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The improvisational use of the blues scale on their primary instrument in the setting of a 12-hour blues jam session
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The intervallic use of notes to play scale steps, chromatic steps, or diatonic melodic intervals of differing size.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The writing and playing on their primary instrument of all major scales in all keys.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The writing and playing on their primary instrument of the chromatic scale using sharps in the ascension and flats in dissension.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Writing and being able to identify of all relative minor scales of all the related major keys and parallel minor scales
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Writing and being able to identify the seven modes in scale form as they relate both in parallel modality and relative modality to all the source keys.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Writing and being able to identify the three forms of the minor scale.

Standards

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

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

Assessment Procedure

- classwork/homework

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

Recommended Technology Activities

- 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

- handouts
- SoundTrap
- Google Classroom
- instruments

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