

Unit 1: In-Depth Developmental Music Theory – Linear Pitch

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 develop in-depth knowledge of the treble, bass and grand staves.

Essential Skills

- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose An understanding of how enharmonic notes are related.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose How to properly use ledger lines both above and below the staff.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Note recognition of line and space notes in either clef.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The ability to draw notes at visually correct pitch levels.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The origin of the grand staff.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The proper use of accidentals for changing pitch.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The significance of middle C and its location in both clefs

Standards

MU.9-12.1.3B.12acc.Cr1a

Describe and demonstrate how sounds and musical ideas can be used to represent events,

	memories, visual images, concepts, texts, or storylines.
MU.9-12.1.3B.12acc.Cr2a	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines.
MU.9-12.1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
MU.9-12.1.3B.12acc.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
MU.9-12.1.3B.12acc.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creator's intent.
MU.9-12.1.3B.12acc.Pr5a	Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.
MU.9-12.1.3B.12acc.Pr5b	Using established criteria and feedback, identify the ways in which performances convey the formal design, style and historical/cultural context of the works.
MU.9-12.1.3B.12acc.Pr5c	Identify and implement strategies for improving the technical and expressive aspects of varied works.
MU.9-12.1.3B.12acc.Pr6a	Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.
MU.K-12.1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
MU.K-12.1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
MU.9-12.1.3B.12acc.Re7a	Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.
MU.9-12.1.3B.12acc.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU.9-12.1.3B.12acc.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Instructional Tasks/Activities

Assessment Procedure

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

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- 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

Honors Modifications

Resources

- Google Classroom
- handouts
- instruments

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