

Unit 4: Reinforcement of Music Theory/Circle of Fifths

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> | |
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| N/A | N/A |

Unit Name

Learning Objectives

- Students will become familiar with the proper use of the circle of fifths in conjunction with the order of flats and the order of sharps

Essential Skills

- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Application to major instrument
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Being able to correctly write music in various keys.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Determining harmonic chord qualities of chords built on differing scale degree roots in differing key settings.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Determining the notes of a relative minor key or scale as it is related to a relative major key.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Determining what key a musical example is written in
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Determining what notes should be raised or lowered when playing a particular key or scale.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Figuring out how to draw the correct positions of any required key signature.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize,

spell, transcribe, transpose or compose Figuring out the correct notes of a relative modal key or scale.

- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Properly figuring out how to transpose a musical example to another key.

Standards

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| 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.K-12.1.3D.12int.Cr3a | Apply teacher or student-provided criteria to critique, improve and refine drafts of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies. |
| MU.9-12.1.3D.12acc.Cr3a | Develop and apply criteria to critique, improve and refine drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies. |
| MU.9-12.1.3E.12acc.Cr3a | Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations. |
| MU.9-12.1.3D.12acc.Cr3b | Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality. |
| MU.9-12.1.3E.12acc.Cr3b | Share compositions and improvisations that demonstrate musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas. |
| MU.K-12.1.3D.12int.Cr3b | Share final versions of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. |
| 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-12.1.3D.12int.Re7b | Explain the influence of experiences and contexts (e.g., personal, social, cultural) on |

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| | interest in and the evaluation of a varied repertoire of music. |
| 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

- 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

- Appropriate Content Specific Online Resource
- Chromebook
- 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
- SoundTrap
- The internet

- Tonesavvy
- virtual instruments
- whiteboard