

Unit 8: In-depth Developmental Music Theory/Transposition

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

Learning Objectives

- Students will develop in-depth knowledge of the vertical use of harmonic material

Essential Skills

- 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 nomenclature of performing in an ensemble
- 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 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.
- The recognition, playing, and writing of the diatonic intervals of the major scale perfect or major.

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.K-12.1.3D.12int.Cr1a	Create melodic, rhythmic and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies.
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.K-12.1.3D.12int.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of melodies over specified chord progressions or AB /ABA forms as well as two-to-three-chord accompaniments for given melodies.
MU.9-12.1.3B.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.9-12.1.3E.12acc.Cr3a	Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
MU.9-12.1.3E.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.K-12.1.3D.12int.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments is selected, based on personal interest, music reading skills, identified technical challenges that need to be addressed, and the performance context.
MU.K-12.1.3D.12int.Pr4b	Identify prominent melodic, harmonic, and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.
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.K-12.1.3D.12int.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.
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.K-12.1.3D.12int.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
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-12.1.3D.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.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 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.Re7b	Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.

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

- discussions
- classwork/homework
- peer observation
- Teacher 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

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