

2025 Unit 4: Key Signatures, Tonal Relationships, and Transposition for Instrumental and Vocal Music

Content Area: **Template**

Course(s):

Time Period:

Length:

Status: **Published**

Key Signatures, Tonal Relationships, and Transposition for Instrumental and Vocal Music

This unit deepens students' understanding of key signatures, the circle of fifths, and the order of sharps and flats to enhance their musical knowledge and performance. Students will accurately determine keys, write in various keys, and identify necessary alterations for major, minor, and modal scales. They will develop transposition skills, including shifting musical examples between keys and applying correct note alterations. Additionally, students will analyze harmonic chord qualities based on scale degrees across different keys. All concepts and skills will be applied directly to students' major instruments or voices through performance, analysis, composition, and transcription.

Learning Objectives

- Students will become familiar with and apply in-depth knowledge of the circle of fifths alongside the order of flats and sharps to enhance their understanding and performance in both instrumental and vocal music.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, or compose music by accurately determining the key of a given musical example in both instrumental and vocal contexts.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, or compose music by accurately determining the notes of a relative modal key or scale in both instrumental and vocal contexts.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, or compose music by accurately drawing the correct positions of any required key signature in both instrumental and vocal contexts.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, or compose music by accurately writing in various keys in both instrumental and vocal contexts.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, or compose music by determining the harmonic chord qualities of chords built on different scale degree roots across various key settings in both instrumental and vocal contexts.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, or compose music by determining the notes of a relative minor key or scale in relation to its relative major key in both instrumental and vocal contexts.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, or compose music by determining which notes should be raised or lowered when playing a particular key or scale in both instrumental and vocal contexts.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, or compose music by properly figuring out how to transpose a musical

example to another key and determining which notes should be raised or lowered when playing that key or scale in both instrumental and vocal contexts.

- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, or compose music with application to their major instrument or voice.

Essential Skills

- Analyze and describe the function of chords within different key contexts.
- Analyze chord qualities (major, minor, diminished, augmented) built on different scale degrees.
- Analyze musical examples to accurately determine their key signatures.
- Apply theoretical knowledge of keys and chords to improvisation and composition.
- Demonstrate fluency in performing music across different keys and modes on primary instrument or voice
- Demonstrate understanding of diatonic and modal relationships in melodic and harmonic contexts.
- Determine the notes of relative minor scales in relation to their major keys.
- Discuss and compare key relationships and their impact on musical expression.
- Draw key signatures correctly on staff paper for any given key.
- Identify and apply accidentals required for key or scale alterations in performance and composition.
- Identify and explain the order of sharps and flats using the circle of fifths.
- Identify which notes to raise or lower in major and minor keys.
- Integrate key, scale, and chord knowledge into ensemble and solo performance settings.
- Perform and compose chord progressions reflecting harmonic functions in various keys
- Perform scales and melodies in various keys with up to three sharps or flats.
- Recognize and compose music using relative modal keys or scales.
- Recognize enharmonic equivalents and their role in key and scale relationships.
- Sight-read music accurately in multiple keys and modes.
- Transcribe melodies and harmonies correctly, reflecting key signature alterations.
- Transpose complex musical examples involving multiple key changes and accidentals.
- Transpose melodies and harmonic progressions accurately to new keys.
- Use accurate spelling and notation for notes and key signatures in written music.
- Use the circle of fifths to determine key signatures and their relationships.
- Use the circle of fifths to facilitate modulation and key changes in music.
- Write and notate music accurately in different key signatures.

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 |

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| | within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary). |
| 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.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.9-12.1.3E.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.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.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 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

- Chord Function Discussions
- Circle of Fifths Mapping
- Guided Listening and Analysis
- Improvisation Labs
- Interactive Technology Use
- Key Signature Flashcards
- Notation Drills
- Peer Teaching
- Scale and Mode Performance
- Transposition Exercises

Assessment Procedure

- Chord Identification Worksheet
- Circle of Fifths Construction
- classwork/homework
- Composition Assignment
- discussions
- Key Signature Identification Quiz
- Listening and Recognition Test
- participation in performance
- peer observation
- Peer Teaching Presentation
- Performance Assessment
- Sight-Reading Evaluation
- Teacher observation
- tests/quizzes
- Transposition Test
- Written Analysis

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Collaborative Composition Platforms
- Ear Training Programs
- Google Classroom
- Google Docs

- Google Forms
- Google Slides
- Interactive Circle of Fifths Apps
- Kahoot
- Listening Analysis Tools
- MagicSchool AI
- Music Theory Quiz Platforms
- Notation Software Composition
- Quiziz
- Recording and Playback
- Screencastify
- Sight-Reading Software
- Transposition Practice Apps
- Virtual Keyboard Labs

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

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

- virtual instruments
- whiteboard