

2025 Unit 6: Melodic Concepts and Improvisation

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Melodic Concepts and Improvisation

This unit develops students' in-depth knowledge of linear melodic material, including major and minor scales, chromatic scales, modes, and melodic intervals. Students will explore all relative and parallel minor scales, three forms of the minor scale, and the seven modes in both parallel and relative contexts. They will apply melodic material within monophony, homophony, polyphony, and counterpoint textures. Emphasis is placed on improvisation using the blues scale in a 12-bar blues jam setting. Through diverse activities like performing, composing, transcribing, and analyzing, students will deepen their melodic understanding and apply these concepts directly to their primary instrument or voice.

Learning Objectives

- Students and artists will develop in-depth knowledge of linear uses of melodic material.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose all relative minor scales of their related major keys, as well as parallel minor scales.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose all three forms of the minor scale.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose major scales on their primary instrument, covering all keys with up to 3 sharps and 3 flats.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose melodic material used appropriately in monophony, homophony, polyphony, and counterpoint.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose musical concepts applied to their major instrument or voice
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose the chromatic scale on their primary instrument, using sharps in the ascending direction and flats in the descending direction.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose the intervallic use of notes to play scale steps, chromatic steps, and diatonic melodic intervals of varying sizes.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose the seven modes in scale form, relating them both in parallel and relative modality to all source keys.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and improvise using the blues scale on their primary instrument or voice within the context of a 12-bar blues jam session.

Essential Skills

- Analyze and perform melodies in monophonic, homophonic, polyphonic, and contrapuntal textures.
- Analyze the function of melodic material within harmonic and formal musical structures.
- Compose melodic material using modes appropriately in different musical contexts
- Compose melodies using chromatic scale notes effectively.
- Compose original melodies applying learned scale, mode, and intervallic concepts.
- Discuss and compare melodic styles across different musical textures and genres.
- Identify and correct pitch and intonation errors in melodic performance.
- Identify and demonstrate intervallic relationships between notes in scales and melodies.
- Identify, perform, and write parallel minor scales accurately.
- Identify, perform, and write relative minor scales related to major keys.
- Improvise using the blues scale within a 12-bar blues progression on instrument or voice.
- Integrate knowledge of scales, modes, and intervals into ensemble and solo performances.
- Perform and compose using all three forms of the minor scale: natural, harmonic, and melodic.
- Perform major scales accurately on the primary instrument in keys with up to three sharps and flats.
- Perform the chromatic scale ascending with sharps and descending with flats accurately.
- Recognize and perform the seven modes, understanding their parallel and relative modal relationships.
- Reflect on personal growth in melodic understanding and performance through journaling or discussion.
- Sight-read melodic passages involving major, minor, modal, and chromatic scales.
- Transcribe and spell melodic intervals of varying sizes accurately.
- Transcribe and transpose major scales between different keys.
- Transpose melodies and improvisations accurately between keys.
- Understand and explain the linear use of melodic material in music.
- Use correct fingering and technique for scales and melodic patterns on the primary instrument.
- Use music notation software to compose, transpose, and playback melodic material.
- Write and spell major scales correctly in various keys.

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.9-12.1.3D.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

- Analyze melodic material in monophonic, homophonic, polyphonic, and contrapuntal textures
- Apply proper technique and fingering for scales and melodic passages on the primary instrument.

- Compose melodies incorporating learned scales, modes, and intervals.
- Identify and write major scales correctly in notation.
- Identify, perform, and compose using all seven modes in both parallel and relative contexts.
- Improvise using the blues scale within a 12-bar blues context.
- Perform and write the chromatic scale ascending with sharps and descending with flats.
- Perform major scales accurately in keys with up to three sharps and flats.
- Recognize and perform melodic intervals of various sizes within scales and melodies.
- Recognize and perform relative and parallel minor scales.
- Reflect on and evaluate personal melodic performance and improvisation skills.
- Sight-read melodies involving major, minor, modal, and chromatic notes.
- Transcribe and spell melodic intervals accurately.
- Transpose melodies and improvisations between keys accurately.
- Understand and apply the three forms of the minor scale: natural, harmonic, and melodic.

Assessment Procedure

- classwork/homework
- Composition Project
- discussions
- Improvisation Evaluation
- Interval Recognition Test
- Melodic Dictation
- participation in performance
- peer observation
- Scale Performance Test
- Sight-Reading Assessment
- Teacher observation
- tests/quizzes
- Transposition Exercise
- Written Scale and Mode Identification Quiz

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Collaborative Composition Platforms
- Digital Notation Software
- Ear Training Software
- Google Classroom

- Google Docs
- Google Forms
- Google Slides
- Improvisation Backing Tracks
- Interactive Scale and Interval Apps
- Kahoot
- MagicSchool AI
- Music Theory Games
- Quiziz
- Recording and Playback Software
- Screencastify
- Virtual Keyboard Tools

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

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

