

# Unit 6: Reinforcement of Music Theory/Linear Melody

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

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## Learning Objectives

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- Students will become familiar with the language and nomenclature of music

## Essential Skills

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- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Familiarity with the correct use of melodic material in monophony, homophony, polyphony and counterpoint
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The application directly to major instrument
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The improvisational use of the blues scale on their primary instrument in the setting of a 12-hour blues jam session.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The intervallic use of notes to play scale steps, chromatic steps, or diatonic melodic intervals of differing size
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The writing and playing on their primary instrument of all major scales in all keys
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The writing and playing on their primary instrument of the chromatic scale using sharps in the ascension and flats in dissension
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Writing and being able to identify of all relative minor scales of all the related major keys and parallel minor scales
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Writing and being able to identify the seven modes in scale form

as they relate both in parallel modality and relative modality to all the source keys.

- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Writing and being able to identify the three forms of the minor scale

## Standards

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MU.9-12.1.3B.12prof.Cr1a	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
MU.9-12.1.3B.12prof.Cr2a	Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
MU.9-12.1.3B.12prof.Cr2b	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
MU.9-12.1.3E.12prof.Cr3a	Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
MU.K-12.1.3D.12nov.Cr3a	Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
MU.9-12.1.3E.12prof.Cr3b	Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.
MU.K-12.1.3D.12nov.Cr3b	Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
MU.9-12.1.3B.12prof.Cr3b	Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
MU.9-12.1.3B.12prof.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
MU.9-12.1.3B.12prof.Pr5a	Create rehearsal plans for works, identifying repetition and variation within the form.
MU.9-12.1.3B.12prof.Pr5c	Identify and implement strategies for improving the technical and expressive aspects of multiple works.
MU.9-12.1.3B.12prof.Pr6a	Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.
MU.K-12.1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
MU.K-12.1.3D.12nov.Re7b	Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of music.
MU.K-12.1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
MU.9-12.1.3B.12prof.Re7a	Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
MU.9-12.1.3B.12prof.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.12prof.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## **Instructional Tasks/Activities**

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### **Assessment Procedure**

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

### **Recommended Technology Activities**

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- 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**

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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**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- 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**

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- 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**

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## **Resources**

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