

# InstruVocal

Content Area: **Template**  
Course(s):  
Time Period:  
Length:  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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### 1. Creating

- Compose and arrange music within varied contexts and genres
- Use digital tools to create and refine compositions
- Improvise and develop original musical ideas

### 2. Performing

- Demonstrate technical proficiency on voice or instrument
- Perform a varied repertoire representing diverse styles and cultures
- Collaborate in ensembles and solo settings

### 3. Responding

- Analyze music to understand structure, form, and expressive qualities
- Evaluate performances and compositions using appropriate criteria
- Connect music to historical, cultural, and social contexts

### 4. Connecting

- Relate music concepts to other disciplines and real-world contexts
- Explore careers and lifelong learning opportunities in music

## Unit Name

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## Learning Objectives

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- Students will become familiar with the treble, bass and grand staves.

## Essential Skills

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- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## 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.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.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.Pr5b  | Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.   |
| 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-12.1.3D.12nov.Re7b   | Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of 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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- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose An understanding of how enharmonic notes are related.

- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose How to properly use ledger lines both above and below the staff.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Note recognition of line and space notes in either clef.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The ability to draw notes at visually correct pitch levels.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The ability to relate directly to major instrument
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The origin of the grand staff.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The proper use of accidentals for changing pitch.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The significance of middle C and its location in both clefs.

## **Assessment Procedure**

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

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- 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 Slides
- 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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- MusicFirst
- Google Classroom
- handouts
- handouts
- instruments
- Music Theory texts
- Noteflight,
- SoundTrap,
- The internet
- Tonesavvy
- virtual instruments
- whiteboard