

2025 Unit 6: Melodic Foundations and Modal Explorations

Content Area: **Template**

Course(s):

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Melodic Foundations and Modal Explorations

This unit focuses on developing students' deep understanding of melodic material and its linear use through comprehensive study and application of major scales, chromatic scales, relative and parallel minor scales, three minor scale forms, and the seven modes. Students will explore melodic textures including monophony, homophony, polyphony, and counterpoint. They will also develop intervallic skills across scale and chromatic steps and engage in improvisation using the blues scale within a 12-bar blues context. All concepts will be applied directly to their primary instrument or voice to enhance both technical proficiency and creative expression.

Learning Objectives

- Students will accurately demonstrate and apply the intervallic use of notes to play scale steps, chromatic steps, and diatonic melodic intervals of varying sizes. They will perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose using these intervals.
- Students will accurately write and perform all major scales on their primary instrument, focusing at minimum on keys with up to two sharps and two flats. They will demonstrate, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose to master these scales.
- Students will accurately write and perform the chromatic scale on their primary instrument, using sharps when ascending and flats when descending. They will demonstrate, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose to master this chromatic technique.
- Students will become familiar with the language and nomenclature of music while developing in-depth knowledge of the linear use of melodic material. They will demonstrate, identify, discuss, analyze, and apply these concepts in their musical performance and composition.
- 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 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

Essential Skills

- Accurately identify and define key musical terminology related to melody and scale structures
- Analyze how modes relate to their source keys and apply modal knowledge in composition and improvisation.
- Analyze melodic lines within monophonic, homophonic, polyphonic, and contrapuntal textures
- Compare and contrast melodic uses in different textures: monophony, homophony, polyphony, and counterpoint.
- Compose and analyze melodic lines employing modal, major, and minor scale materials.
- Compose melodic phrases incorporating chromatic notes effectively.
- Demonstrate fluency in performing scales, modes, intervals, and improvisational phrases on the primary instrument.
- Demonstrate knowledge and performance of the three forms of the minor scale: natural, harmonic, and melodic.
- Demonstrate understanding of the linear use of melodic material in composition and performance.
- Discuss and analyze the role of melodic material in various musical styles and settings.
- Draw and notate scales, modes, intervals, and melodic phrases accurately.
- Identify and compose using varying melodic intervals within scales and chromatic passages.
- Identify, write, and perform parallel minor scales accurately.
- Identify, write, and perform relative minor scales corresponding to major keys
- Integrate melodic, modal, and intervallic knowledge into improvisation and composition on the primary instrument.
- Perform improvisation using the blues scale effectively in a 12-bar blues context.
- Recognize and spell major scales accurately in written and aural contexts.
- Spell and recognize scale degrees and interval names within written music.
- Transcribe melodies using major scales accurately.
- Transpose major scales and melodies between related keys.
- Transpose melodic material between keys and modes with accuracy.
- Use intervallic relationships to navigate scale steps, chromatic steps, and diatonic intervals in performance.
- Write and perform all major scales in keys with up to two sharps and two flats on the primary instrument.
- Write and perform the seven modes in both parallel and relative modality contexts.
- Write, perform, and analyze the chromatic scale ascending with sharps and descending with flats.

Standards

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

1. **Scale Writing Practice:** Students write major scales with up to two sharps and flats, labeling each note and scale degree.
2. **Scale Performance Drills:** Practice performing major, relative minor, parallel minor, and chromatic scales on their primary instruments.
3. **Mode Exploration:** Introduce the seven modes with listening examples, then have students write and perform each mode in parallel and relative forms.
4. **Melodic Dictation:** Listen to short melodic phrases and transcribe them, focusing on correct

notation of scales and intervals.

5. **Interval Identification Games:** Use flashcards or apps to identify and spell intervals within scales and melodies.
6. **Improvisation Sessions:** Guided improvisation using the blues scale over a 12-bar blues backing track.
7. **Texture Analysis:** Analyze examples of monophony, homophony, polyphony, and counterpoint in recorded or notated music.
8. **Composition Workshop:** Compose short melodies using specified scales or modes, applying knowledge of melodic structure and intervals.
9. **Transposition Exercises:** Transpose melodies and scales between related keys and modes.
10. **Chromatic Scale Practice:** Perform ascending chromatic scales using sharps and descending using flats, with attention to technique and accuracy.
11. **Peer Teaching:** Students teach a scale, mode, or melodic concept to a partner or small group.
12. **Notation Software Use:** Use MuseScore or similar software to notate scales, modes, and composed melodies.
13. **Intervallic Melodic Construction:** Create melodies emphasizing specific intervals and discuss their expressive qualities.
14. **Listening and Discussion:** Compare melodic uses in different textures and styles, discussing how melodic material shapes musical character.
15. **Reflective Journaling:** Write about challenges and insights in learning scales, modes, intervals, and improvisation techniques.

- Chromatic Scale Practice
- Composition Workshop
- Improvisation Sessions
- Interval Identification Games
- Intervallic Melodic Construction
- Listening and Discussion
- Listening and Discussion
- Melodic Dictation
- Mode Exploration
- Notation Software Use
- Peer Teaching
- Scale Performance Drills
- Scale Writing Practice
- Texture Analysis
- Transposition Exercises

Assessment Procedure

1. **Scale Performance Test:** Students perform major, relative minor, parallel minor, and chromatic scales accurately on their primary instrument.
2. **Written Scale and Mode Identification Quiz:** Students identify and write scales and modes from notation or listening examples.
3. **Melodic Dictation Assessment:** Students transcribe short melodic phrases focusing on accurate notation of scales and intervals.
4. **Interval Recognition Quiz:** Students identify and spell intervals within given melodic contexts.
5. **Improvisation Evaluation:** Students improvise using the blues scale over a 12-bar blues backing track, assessed for creativity and accuracy.
6. **Composition Project:** Students compose short melodies incorporating specified scales, modes, and intervals with proper notation.
7. **Transposition Exercise:** Students transpose melodies or scales between related keys and modes, demonstrating understanding of key relationships.
8. **Texture Analysis Report:** Students analyze examples of monophony, homophony, polyphony, and counterpoint, explaining melodic uses.
9. **Peer Teaching Observation:** Assess students' ability to explain and demonstrate scales, modes, or interval concepts to peers.
10. **Reflective Journal Submission:** Students reflect on their learning progress, challenges, and application of melodic and improvisational skills.

- classwork/homework
- Composition Project
- discussions
- Improvisation Evaluation
- Interval Recognition Quiz
- Melodic Dictation Assessment
- participation in performance
- peer observation
- Peer Teaching Observation
- Reflective Journal Submission
- Scale Performance Test
- Teacher observation
- tests/quizzes
- Texture Analysis Report
- Transposition Exercise
- Written Scale and Mode Identification Quiz

Recommended Technology Activities

1. **Digital Notation Software:** Use MuseScore, Finale, or Sibelius for students to compose, notate, and playback scales, modes, and melodic compositions.
2. **Interactive Scale and Interval Apps:** Utilize apps like Tenuto or Musictheory.net for practicing scale construction, interval recognition, and ear training.
3. **Improvisation Backing Tracks:** Provide students with digital 12-bar blues backing tracks via apps or platforms like iReal Pro to practice blues scale improvisation.
4. **Recording and Playback:** Students record their performances or improvisations using GarageBand, Audacity, or smartphone apps to self-assess timing, pitch, and expression.
5. **Virtual Keyboard Labs:** Use online virtual keyboards or MIDI controllers connected to notation software to explore scale patterns and intervals visually and aurally.

- Digital Notation Software
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Improvisation Backing Tracks
- Interactive Scale and Interval Apps
- Kahoot
- MagicSchool AI
- Quiziz
- Recording and Playback
- 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

Resources

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