

2025 Unit 8: Music Notation and Transcription Techniques

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

Music Notation and Transcription Techniques

This unit introduces students to essential music notation manipulation skills, including transcription, transposition, and composition. Students will develop proficiency in copying music by hand onto manuscript paper to strengthen their reading and writing abilities. They will practice transposing small musical excerpts to different keys, understanding the practical reasons behind this skill. Additionally, students will compose simple melodies in treble or bass clef on their major instrument or keyboard, applying their knowledge creatively. Through performance, analysis, and composition activities, students will build a solid foundation in music notation and basic compositional techniques.

Learning Objectives

- Students will accurately create spontaneous music on various instruments or vocally, both independently and collaboratively. This music may be an impromptu improvisation or serve as the foundation for a more formal composition, whether written or unwritten. They will demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose to develop creativity and musical expression.
- Students will actively participate in cooperative musical ventures, including duets, chamber music, and larger ensembles or choirs, with or without a conductor. They will demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose to develop ensemble skills and musical collaboration.
- Students will be introduced to and develop in-depth knowledge of musical notation manipulation techniques. They will demonstrate, analyze, discuss, and apply these techniques in their performance and composition.
- Students will consistently practice their primary instruments or voice using method and technique books tailored to their individual ability levels. They will demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose to support ongoing skill development.
- Students will consistently practice their primary instruments using method and technique books suited to their ability, while working on individual solos that appropriately challenge their skills. They will demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose to support their musical growth.
- Students will correctly demonstrate and practice offering respectful, constructive critique and feedback to peers. They will engage in discussions that uplift both the giver and receiver, fostering a supportive environment where artists help each other improve.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Regular sight singing of short simple musical examples using diatonic skips and scale-wise motion with solfege syllables for use of improving pitch recognition and intonation of the student's voice and instrument's pitch.
- Students will focus on personal growth and development as well-rounded musicians and

instrumentalists, including vocal artistry. They will engage in reflective practice, skill-building, and performance to enhance their musicianship.

- Students will regularly listen to diverse musical examples spanning various styles, moods, historical periods, and instrumentation. They will demonstrate critical listening by objectively describing each piece in detail and providing thoughtful commentary on performance quality, recording, compositional techniques, and personal responses through journal entries.
- Students will regularly sight-read and sight-sing short, simple musical examples using diatonic skips and scale-wise motion with solfege syllables. They will demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose to improve pitch recognition and intonation on their voice or instrument.
- Students will regularly take melodic dictation of short musical phrases in easy keys on staff paper to develop aural acuity in identifying pitches and rhythms. They will demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose to strengthen their listening and notation skills.
- Weekly in-class performance to demonstrate proper performance etiquette and technique.

Essential Skills

- Analyze harmonic functions within different progressions and styles.
- Analyze the functional role of dominant seventh chords in tonal music.
- Analyze vertical harmonic structures within musical excerpts.
- Apply ensemble terminology, including choral parts, accurately in group settings.
- Compose chord progressions incorporating triads and seventh chords with appropriate inversions.
- Identify and define key harmonic terminology confidently.
- Identify intervals as major, minor, perfect, diminished, or augmented.
- Integrate harmonic knowledge into improvisation and ensemble playing confidently.
- Interpret and use standard guitar chord symbols in performance and notation.
- Label chords with Roman numerals and figured bass notation accurately.
- Label scale-degree chords verbally and in notation (tonic, supertonic, etc.).
- Measure and identify intervals by counting letter names, staff positions, and semitones.
- Perform and write chord progressions using primary chords in simple keys.
- Perform dominant seventh (V7) chords and their inversions accurately.
- Perform intervals aurally and on instruments, recognizing their qualities.
- Perform triads in root position and all inversion forms accurately.
- Recognize and spell major, minor, diminished, and augmented triads.
- Recognize chord qualities and inversions within major and harmonic minor scales.
- Select appropriate chord inversions for smooth voice leading in progressions.
- Spell intervals correctly in written exercises and compositions.
- Stack thirds to build chords using standard tertian harmony.
- Transcribe melodic and harmonic intervals accurately.
- Transcribe melodic and harmonic intervals accurately.
- Transpose chord progressions and melodies between related keys.
- Understand and participate in a 12-bar blues jam using primary chords and basic rhythms.

- Write triads and seventh chords in root position and inversions correctly on the staff.

Standards

MU.9-12.1.3E.12acc.Cr1	Generating and conceptualizing ideas.
MU.9-12.1.3E.12acc.Cr1a	Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources.
MU.9-12.1.3E.12acc.Cr2	Organizing and developing ideas.
MU.9-12.1.3E.12acc.Cr2a	Select melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools.
MU.9-12.1.3E.12acc.Cr3	Refining and completing products.
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.9-12.1.3E.12acc.Pr4	Selecting, analyzing and interpreting work.
MU.9-12.1.3E.12acc.Pr4a	Develop and apply criteria to select sound resources to study and perform based on interest, an understanding of musical characteristics of the music, and the performer's musical skill using digital tools and resources.
MU.9-12.1.3E.12acc.Pr4b	Describe and provide examples of how context, musical aspects of the composition, and digital media/tools inform prepared and improvised performances.
MU.9-12.1.3E.12acc.Pr4c	Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.
MU.9-12.1.3E.12acc.Pr5a	Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
MU.9-12.1.3E.12acc.Pr6a	Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
MU.9-12.1.3E.12acc.Pr6b	Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.
MU.9-12.1.3E.12acc.Re7a	Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.
MU.9-12.1.3E.12acc.Re7b	Explain how an analysis of the structure, context and technological aspects of the music informs the response.
MU.9-12.1.3E.12acc.Re8a	Connect the influence of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.
MU.9-12.1.3E.12acc.Re9a	Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.
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.

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

Recommended Technology Activities

- Chromebook
- Collaborative Cloud-Based Composition
- Google Classroom
- Google Forms
- Google Slides
- Interactive Roman Numeral Drills
- Interval Ear Training Apps
- Kahoot
- MagicSchool AI
- Notation Software Composition
- Online Jam Tracks
- Quiziz
- Recording and Playback
- Screencastify
- Transposition Practice Tools
- Virtual Keyboard Exploration

Assessment Procedure

1. **Chord Identification Quiz:** Students identify and label triads and seventh chords in root and inversion forms from written examples.
2. **Roman Numeral and Figured Bass Test:** Written assessment on labeling chords in progressions using Roman numerals and figured bass notation.
3. **Interval Recognition Exam:** Students identify and spell intervals by ear and from notation.
4. **Performance Assessment:** Students perform scales, chord inversions, and interval

exercises on their primary instrument.

5. **Transposition Exercise:** Students transpose chord progressions and melodies to different keys, maintaining correct chord qualities and inversions.
6. **Composition Project:** Compose short harmonic progressions using learned chords and inversions, notated accurately.
7. **Listening Analysis:** Analyze audio recordings to identify chord inversions and harmonic functions.
8. **Score Annotation:** Provide a score for students to mark chord names, inversions, and interval identifications.
9. **Peer Teaching Presentation:** Assess students' ability to explain and demonstrate harmonic concepts to peers.
10. **Written Interval Spelling Test:** Students spell intervals accurately within melodic and harmonic contexts.
11. **Blues Jam Participation:** Evaluate students' ability to apply chord knowledge in a 12-bar blues jam session.
12. **Sight-Reading Assessment:** Assess students' ability to sight-read chord symbols, inversions, and intervals.
13. **Chord Progression Analysis:** Written or oral exam analyzing chord functions and progression structures.
14. **Reflective Journal Submission:** Students write about their learning process related to harmony and performance skills.
15. **Notation Software Project:** Students submit digitally notated harmonic progressions demonstrating correct use of inversions and chords.

- Teacher observation
- tests/quizzes
- Blues Jam Participation
- Chord Identification Quiz
- Chord Progression Analysis
- classwork/homework
- Composition Project
- discussions
- Interval Recognition Exam
- Listening Analysis
- Notation Software Project
- participation in performance
- peer observation
- Peer Teaching Presentation
- Performance Assessment
- Reflective Journal Submission

- Roman Numeral and Figured Bass Test
- Score Annotation
- Sight-Reading Assessment
- Transposition Exercise
- Written Interval Spelling Test

Resources

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