

Unit 1 - Linear Pitch

Content Area: **Performing Arts**
Course(s): **Advanced Vocal**
Time Period:
Length: **Approximately 2 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	

Unit 1 Linear Pitch

Main Topic – In-Depth Developmental Music Theory with a Focus on Application—Linear Pitch
Estimated Time: Approximately 2 weeks

Standards

Music Theory Standards (1.3B): 1.3B.12adv.Cr1a, 1.3B.12adv.Cr2a, 1.3B.12adv.Cr2b, 1.3B.12adv.Cr3b, 1.3B.12adv.Pr4c, 1.3B.12adv.Pr5a, 1.3B.12adv.Pr5b, 1.3B.12adv.Pr5c, 1.3B.12adv.Pr6a, 1.3B.12adv.Re7a, 1.3B.12adv.Cn10a, 1.3B.12adv.Cn11a

Music Ensemble Standards (1.3C): 1.3C.12adv.Re7a, 1.3C.12adv.Re7b

Career Ed/Life Skills Standards: 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3

MU.9-12.1.3B.12adv.Cr1a	Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.
MU.9-12.1.3B.12adv.Cr2a	Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas.
MU.9-12.1.3B.12adv.Cr2b	Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.
MU.9-12.1.3B.12adv.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent.
MU.9-12.1.3B.12adv.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining

	and justifying how the interpretive choices reflect the creator's intent.
MU.9-12.1.3B.12adv.Pr5a	Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.
MU.9-12.1.3B.12adv.Pr5b	Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style and historical/cultural context of the works.
MU.9-12.1.3B.12adv.Pr5c	Identify, compare and implement strategies for improving the technical and expressive aspects of multiple contrasting works.
MU.9-12.1.3B.12adv.Pr6a	Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.
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-12.1.3C.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.12adv.Re7a	Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Learning Objectives

Objective: Artists will apply the in-depth knowledge of the treble, bass and grand staves.

- An understanding of how enharmonic notes are related.
- How to properly use ledger lines both above and below the staff.
- Note recognition of line and space notes in either clef.
- The ability to draw notes at visually correct pitch levels.
- The origin of the grand staff.
- The proper use of accidentals for changing pitch.
- The significance of middle C and its location in both clefs.

Essential Skills

- describe the development of short musical ideas in drafts of music in simple forms
- describe the development of sounds in drafts of music in simple forms
- identify the development of short musical ideas in drafts of music in simple forms
- identify the development of sounds in drafts of music in simple forms

Instructional Tasks/Activities

Artists will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose

- analyze
- compare
- compose
- demonstrate
- discuss
- draw
- identify
- perform
- recognize
- spell
- transcribe
- transpose

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Discussions
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Homework
- Journal / Student Reflection
- Kahoot
- Online assessments
- Other named in lesson
- Participation in Performance

- Peer Observation
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Teacher Observation
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- ProTools
- Quiziz
- 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.

Special Education: Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

Gifted and Talented

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

Instruction/Materials

Resources: Music Theory texts, ToneSavvy, Music First, Piano Adventures, An Introduction to Sight Singing, The internet, Power Point/Slideshow Presentations, Handouts, blackboard, piano.

- alter format of materials (type/highlight, etc.)
- eliminate answers
- 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

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

Honors Modifications

N/A

Resources

Resources: Music Theory texts, ToneSavvy, Music First, Musition and Auralia, Piano Adventures (and other Piano texts), An Introduction to Sight Singing (and other SS texts), The internet, Power Point/Slideshow Presentations, Handouts, blackboard, piano.

- Appropriate Internet Resources
- Auralia
- Music Theory Text
- MusicFirst
- Musition
- Piano/Keyboard
- Piano/Keyboard Text
- Power Point/Slideshow Presentations
- Sight Singing Text
- ToneSavvy
- Whiteboard (large and individual)
- Worksheet/Handouts