

Unit 4 - Circle of Fifths

Content Area: **Performing Arts**
Course(s): **Advanced Vocal**
Time Period: **Full Year**
Length: **35 Weeks (ongoing)**
Status: **Published**

State Mandated Topics Addressed in this Unit

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|---|-----|
| N/A | N/A |

Unit 4 - Circle of Fifths

Learning Objectives

Artists will apply the in-depth knowledge of the circle of fifths in conjunction with the order of flats and the order of sharps

- correctly write music in various keys
- Determining what key a musical example is written in
- figuring out how to transpose a musical example to another key
- harmonic chord qualities of chords built on differing scale degree roots in differing key settings
- how to draw the correct positions of any required key signature
- the correct notes of a relative modal key or scale
- the notes of a relative minor key or scale as it is related to a relative major key
- what notes should be raised or lowered when playing a particular key or scale

Essential Skills

- 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

| | |
|--------------------------|--|
| 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.9-12.1.3D.12adv.Cr3a | Develop and apply criteria to critique, improve, and refine drafts of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies. |
| MU.9-12.1.3E.12adv.Cr3a | Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations. |
| MU.9-12.1.3D.12adv.Cr3b | Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality. |
| MU.9-12.1.3E.12adv.Cr3b | Share a portfolio of musical creations representing varied styles and genres that demonstrates musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas. |
| MU.9-12.1.3B.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.9-12.1.3C.12adv.Re7a | Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context. |
| MU.9-12.1.3C.12adv.Re7b | Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music. |
| MU.9-12.1.3B.12adv.Cn10a | Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. |
| MU.9-12.1.3B.12adv.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |

Instructional Tasks/Activities

- identify
- analyze
- compare
- compose
- demonstrate
- discuss
- draw
- 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
- 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

- auralia
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- <https://www.musictheory.net/exercises>
- Kahoot
- MagicSchool AI
- MusicFirst
- Musition
- Other- Specified in Lesson
- Protools
- Quiziz
- Screencastify
- Tonesavvy

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
- Music Theory texts

- MusicFirst
- screen recordings
- The internet
- Tonesavvy
- whiteboard