

# Unit 5 - Music Vocabulary

Content Area: **Template**

Course(s):

Time Period:

Length:

Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
N/A	N/A

## Unit

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## Learning Objectives

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- Artists will analyze signs or markings that give direction in music as to where to play next.
- Artists will continue to apply in-depth knowledge of the language and nomenclature of music.
- Artists will explain the traditional vocabulary of words used almost exclusively in the culture of a musical setting. These words, the roots of which are mostly Italian, represent a variety of conditions, styles, techniques and more.
- Artists will identify words or markings that designate specific, relative or changes in tempo of music.
- Artists will note articulation or the way particular notes are to be played.
- Artists will recognize signs or markings that give clues of the expected dynamic level to play or changes to the same.
- Students will correctly utilize the traditional vocabulary of words used almost exclusively in the culture of a musical setting. These words, the roots of which are mostly Italian, represent a variety of conditions, styles, techniques and more.

## Standards

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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.

## Instructional Tasks/Activities

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- Analyze
- Compare
- Compose
- Demonstrate
- Discuss
- Draw
- Identify
- Perform
- Recognize
- Spell
- Transcribe
- Transpose

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here

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- 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

## **Resources**

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- Google Classroom
- Music Theory texts
- MusicFirst
- Screen Recordings
- The internet
- Tonesavvy