

# Unit 8 - Transposition

Content Area: **Performing Arts**  
Course(s):  
Time Period:  
Length: **Approximately 35 weeks (ongoing)**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Transposition

Main Topic – In-Depth Developmental Music Theory with a Focus on Application–Transposition  
Estimated Time: Approximately 35 weeks (ongoing)

## Learning Objectives

Artists will apply the in-depth knowledge of techniques of musical notation manipulation.

- Composition whereby students will write a simple melody in the treble or bass clef.
- Simple transcription whereby students will copy music by hand onto manuscript paper to develop skills in the actual writing of music notation.
- Transposition whereby Artists will be able to take small samples of music and change it to another key and give examples of reasons for doing so in the first place.

## Standards

MU.9-12.1.3D.12adv.Cr1a	Create melodic, rhythmic and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.
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.9-12.1.3D.12adv.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions and improvisations in a variety of styles as well as stylistically appropriate harmonization for given melodies.
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.9-12.1.3E.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.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.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.9-12.1.3D.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.9-12.1.3B.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.9-12.1.3D.12adv.Pr4a	Develop and apply criteria for selecting a variety of pieces for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
MU.9-12.1.3D.12adv.Pr4b	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
MU.9-12.1.3D.12adv.Pr4c	Explain and present an understanding of the context (e.g., social, cultural, historical) and the creator's intent in a varied collection of music for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
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.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.9-12.1.3D.12adv.Re7b	Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.
MU.9-12.1.3E.12adv.Re7b	Justify (by using examples) how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.
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.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.
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.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

## **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
- Classwork/homework
- DBQ
- Discussions
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Participation in performance
- Peer observation
- Peer Review

- Performance
- Problem Correction
- Project
- Quiz
- Quizzes/tests
- Rubric
- Teacher Collected Data
- Teacher observation
- 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
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- 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.

## **Special Education**

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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**

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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
- Handouts
- Music Theory texts
- MusicFirst
- Screen recordings
- The internet
- Tonesavvy
- Whiteboard