

2025 Unit 6: Melodic Mastery and Expressive Improvisation: Exploring Scales, Modes, and Textures Copied from: Advanced Instrumental, Copied on: 08/04/25

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Melodic Mastery and Expressive Improvisation: Exploring Scales, Modes, and Textures

Learning Objectives

- Students will accurately demonstrate and apply improvisation using the blues scale on their primary instrument or voice within a 12-bar blues context, analyzing its expressive role and interaction during a jam session.
- Students will accurately demonstrate and identify the correct use of melodic material across textures—including monophony, homophony, polyphony, and counterpoint—while analyzing articulation and its effect on the character and clarity of each texture.
- Students will accurately demonstrate and identify the improvisational use of the blues scale on their primary instrument or voice within a 12-bar blues jam session, analyzing its expressive techniques and interaction within the ensemble.
- Students will accurately demonstrate and identify the intervallic relationships of notes used to perform scale steps, chromatic steps, and diatonic melodic intervals of varying sizes, analyzing their role in melodic construction and expression.
- Students will accurately demonstrate and identify the writing and performance of all major scales in every key on their primary instrument or voice, analyzing scale patterns and their applications in musical contexts.
- Students will accurately demonstrate and identify the writing and performance of the chromatic scale on their primary instrument or voice, using sharps in ascending passages and flats in descending passages, analyzing the scale's structure and expressive use.
- Students will accurately demonstrate and identify the writing of all relative minor scales corresponding to their related major keys, as well as parallel minor scales, analyzing their distinctive tonal characteristics and relationships within key structures.
- Students will accurately demonstrate and identify the writing of the seven modes in scale form, relating them to their parallel and relative modalities within all source keys, analyzing their unique intervallic structures and tonal functions.
- Students will accurately demonstrate and identify the writing of the three forms of the minor scale—natural, harmonic, and melodic—analyzing their distinct interval patterns and expressive uses within musical contexts.
- Students will develop in-depth knowledge of linear melodic development, analyzing how melodic lines unfold, progress, and contribute to overall musical structure and expression.

Essential Skills

- Analyze linear melodic development and understand its contribution to musical structure
- Analyze major scale patterns and their application in different musical contexts.
- Analyze the distinct interval patterns and expressive uses of the minor scale forms.
- Analyze the expressive role of blues scale improvisation in ensemble settings.
- Analyze the structure and expressive use of the chromatic scale.
- Analyze the unique intervallic structures and functions of the seven modes.
- Apply improvisational techniques using scale knowledge in solo and ensemble contexts.
- Compose melodies using the seven modes, relating them to parallel and relative modalities.
- Identify and apply articulation markings to shape melodic character in various textures.
- Identify and perform scale steps, chromatic steps, and diatonic melodic intervals of varying sizes.
- Perform and analyze melodies within homophonic textures, focusing on accompaniment relationships.
- Perform and compose melodies in monophonic textures with clarity and expression.
- Perform and improvise using the blues scale within a 12-bar blues jam session.
- Perform and write the chromatic scale ascending with sharps and descending with flats.
- Recognize and perform polyphonic textures, identifying independent melodic lines.
- Reflect on personal growth in melodic understanding, improvisation, and ensemble interaction.
- Sight-read complex melodic passages involving diverse scales and textures
- Transcribe melodic lines accurately, demonstrating understanding of intervals and scales.
- Transpose melodic material between keys and modes accurately.
- Understand and perform counterpoint, balancing melodic independence and harmonic coherence.
- Use musical terminology precisely to discuss melodic and improvisational concepts.
- Write and perform all major scales in every key on the primary instrument or voice.
- Write and perform parallel minor scales, understanding their tonal characteristics.
- Write and perform relative minor scales corresponding to major keys.
- Write and perform the three forms of the minor scale: natural, harmonic, and melodic.

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.9-12.1.3D.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.9-12.1.3C.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.

Instructional Tasks/Activities

- Articulation Workshops
- Blues Scale Improvisation Labs
- Chromatic Scale Practice
- Composition Projects
- Interval Identification Drills
- Major Scale Construction
- Melodic Dictation
- Melodic Texture Analysis

- Minor Scale Forms Exploration
- Mode Exploration
- Peer Improvisation Feedback
- Reflective Journaling
- Sight-Reading Sessions
- Technology-Assisted Notation
- Transposition Exercises

Assessment Procedure

- Analysis Written Exam
- classwork/homework
- Composition Submission
- discussions
- Improvisation Evaluation
- Melodic Dictation Test
- participation in performance
- peer observation
- Scale and Mode Performance Test
- Teacher observation
- tests/quizzes

Recommended Technology Activities

- Backing Track Apps
- Chromebook
- Collaborative Composition Platforms
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Interactive Ear Training Apps
- Kahoot
- MagicSchool AI
- Notation Software
- Other- Specified in Lesson
- Quiziz
- Recording and Playback Software
- Rhythm and Pitch Games

- Screencastify
- Sight-Reading Software
- Transcription Software
- Virtual Keyboard Tools

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

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