

2025 Unit 7: Harmonic Structures and Practical Applications in Music Copied from: Intermediate Instrumental, Copied on: 08/04/25

Content Area: **Template**

Course(s):

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Harmonic Structures and Practical Applications in Music

This unit provides students and artists with in-depth knowledge of vertical harmonic material, focusing on intervals, triads, seventh chords, and their inversions within major and harmonic minor scales. Students will master the recognition, performance, singing, and writing of perfect, major, minor, diminished, and augmented intervals and chords, including their measurement and inversion. Emphasis is placed on stacking thirds to build tertian harmony, labeling chords using guitar chord symbols and Roman numerals with figured bass notation, and selecting practical chord inversions for smooth progressions. Students will apply these concepts by creating standard chord progressions such as the 12-bar blues, participating in jam sessions with rhythm section instruments, and understanding ensemble nomenclature, including choral parts. This comprehensive approach integrates theory with real-world musical application for both instrumentalists and vocalists.

Learning Objectives

- Students and artists will correctly use the proper order of primary chords in simple keys to create standard progressions, applying basic rhythms and instrumentation/voicing effectively.
- Students and artists will develop in-depth knowledge of the vertical use of harmonic material.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose chords created by stacking thirds using standard tertian harmony.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose knowledge of ensemble nomenclature, including the naming of singing parts in a choral ensemble.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose the ability to label chords by root and inversion using standard guitar chord symbols as well as Roman numerals with figured bass notation
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose the addition of a fourth element to triads to create dominant seventh chords (V7) and their use in resolving music back to the tonic (I).
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose the order of triads as they appear in any major scale or harmonic minor scale.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose the practical and logical choice of chord inversions within a chord progression.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize,

spell, transcribe, transpose, and compose the proper order of primary chords in simple keys to create a standard 12-bar blues progression, and actively participate in jam sessions, using basic rhythm section instruments alongside their primary instruments and voice.

- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose triads and seventh chords in all their inversion possibilities.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose verbal definitions of chords built on scale degrees including tonic, supertonic, mediant, subdominant, dominant, submediant, and leading tone.
- Students will correctly demonstrate, perform, sing, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose major, minor, diminished, and augmented triads, as well as intervals classified as minor, diminished, or augmented based on semitone variations of major diatonic intervals.
- Students will correctly demonstrate, perform, sing, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose perfect and major diatonic intervals within the major scale through recognition, playing, singing, and writing.
- Students will correctly demonstrate, perform, sing, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose the measurement of interval size by counting note-letter names and semitones, and will recognize, sing, play, and write intervals classified as minor, diminished, or augmented based on semitone variations of major diatonic intervals.
- Students will correctly demonstrate, perform, sing, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose the recognition, playing, and writing of perfect and major diatonic intervals within the major scale.
- Students will correctly demonstrate, perform, sing, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose the recognition, singing, and writing of intervals and their inversions.

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| MU.9-12.1.3B.12acc.Cr1a | Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines. |
| MU.9-12.1.3B.12acc.Cr2a | Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines. |
| MU.9-12.1.3B.12acc.Cr2b | Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary). |
| MU.K-12.1.3D.12int.Cr3a | Apply teacher or student-provided criteria to critique, improve and refine drafts of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies. |
| MU.9-12.1.3E.12acc.Cr3a | Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations. |
| MU.9-12.1.3E.12acc.Cr3b | Share compositions and improvisations that demonstrate musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas. |
| MU.K-12.1.3D.12int.Cr3b | Share final versions of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. |
| MU.9-12.1.3B.12acc.Cr3b | Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent. |
| MU.9-12.1.3B.12acc.Pr4c | Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creator's intent. |
| MU.9-12.1.3B.12acc.Pr5a | Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work. |

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| MU.9-12.1.3B.12acc.Pr5b | Using established criteria and feedback, identify the ways in which performances convey the formal design, style and historical/cultural context of the works. |
| MU.9-12.1.3B.12acc.Pr5c | Identify and implement strategies for improving the technical and expressive aspects of varied works. |
| MU.9-12.1.3B.12acc.Pr6a | Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent. |
| 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-12.1.3D.12int.Re7b | Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music. |
| 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.12acc.Re7a | Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition. |
| MU.9-12.1.3B.12acc.Cn10a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. |
| MU.9-12.1.3B.12acc.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |

Instructional Tasks/Activities

- 12-Bar Blues Jam Sessions
- Chord Construction Workshops
- Chord Quality Comparison
- Ensemble Role Play
- Guitar Chord Symbol Matching
- Improvisation Workshops
- Interval Identification Drills
- Interval Inversion Exercises
- Notation Software Projects
- Peer Teaching
- Roman Numeral Labeling
- Score Annotation
- Seventh Chord Analysis
- Transcription Tasks
- Voice Leading Practice

Assessment Procedure

- discussions
- 12-Bar Blues Jam Evaluation

- Chord Construction Test
- classwork/homework
- Ensemble Terminology Quiz
- Improvisation Evaluation
- Interval Identification Quiz
- participation in performance
- peer observation
- Performance Assessment
- Roman Numeral and Figured Bass Labeling
- Teacher observation
- tests/quizzes
- Transcription Assignment

Recommended Technology Activities

Interactive Interval Training: Use apps like Tenuto or EarMaster for interval recognition and spelling practice.

Digital Chord Building: Employ notation software such as MuseScore or Finale for students to build and label triads and seventh chords digitally.

Roman Numeral Drills: Use online exercises on musictheory.net to practice identifying chords by Roman numerals and figured bass.

Virtual Keyboard Exploration: Utilize virtual keyboard apps or MIDI controllers connected to notation software to visualize chord construction and inversions.

Recording and Playback: Students record chord progressions or improvisations using GarageBand or Audacity for self-assessment.

Sight-Reading Platforms: Use SmartMusic or Sight Reading Factory to practice chord progressions and ensemble parts sight-reading.

Jam Track Apps: Provide backing tracks via apps like iReal Pro for students to practice 12-bar blues and other chord progressions.

Collaborative Composition Tools: Use Flat.io or Noteflight for students to compose, share, and edit harmonic progressions collaboratively.

Listening Analysis Software: Use slowing and looping tools such as Transcribe! to study chord progressions and harmonic details in recordings.

Music Theory Games: Incorporate games on platforms like Quizlet or Kahoot! to reinforce chord qualities, inversions, and harmonic functions interactively.

- Appropriate Content Specific Online Resource
- Digital Chord Building
- Google Classroom
- Google Docs
- Google Forms

- Google Slides
- Interactive Interval Training
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Recording and Playback
- Roman Numeral Drills
- Screencastify
- Virtual Keyboard Exploration

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

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

