

# 12 The Basic Phrase Model: Tonic and Dominant Voice-Leading

Content Area: **Music**  
Course(s):  
Time Period: **Full Year**  
Length: **3 weeks**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

### OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Like paragraphs are comprised of sentences that have grammatical structure, music is comprised of phrases that have a specific structure “Basic Phrase Model” and purpose in the song.

### CONTENT AREA STANDARDS

VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.1.12.B.CS1	Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.
VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.1.3.12.B.CS2	The ability to read and interpret music impacts musical fluency.
VPA.1.3.12.B.CS4	Basic vocal and instrumental arranging skills require theoretical understanding of music composition.

### RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or

	analysis.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.A.CS1	Understand and use technology systems.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand:

- The characteristics of the terms phrase and cadence and how they are used commonly in musical composition.
- That the “Basic Phrase Model” consists of a tonic, dominant, and then tonic area.
- The resolution tendencies of the dominant seventh chord to the tonic are common in every key.
- The compositional characteristics of the perfect authentic cadence, imperfect authentic cadence and the half cadence.
- The characteristics of the "Basic Phrase Model" and cadences follow very closely to the characteristics of basic sentence structure in the English language.

### **Procedural Knowledge**

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Students will be able to:

- Analyze a phrase of music for the tonic and dominant areas ("Basic Phrase Model") by completing a Roman Numeral Analysis of the chords (triads).
- Compose small examples of the three types of cadences to end a phrase. (Perfect Authentic Cadence, Imperfect Authentic Cadence, and Half Cadence).
- Compose a short 8 measure musical excerpt using the SATB format and applying the “Basic Phrase Model” with one of the Cadence types.
- Identify different styles of music based on their use of harmonic rhythm.

## **EVIDENCE OF LEARNING**

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## **Alternate Assessments**

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- Individual Performances
- Group Performances
- Teacher/Student Conferences

## **Formative Assessments**

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- Aural Skills Assignments/Quizzes
- Listening Assignments
- Vocabulary Quizzes
- Class Discussion and Analysis
- Verbal Evaluation
- Composition/ Homework Assignment Evaluation and/or Performance
- Composition Performances

## **Summative Assessments**

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- Chapter Test/Quiz
- Aural Skills Tests

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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### **Primary Texts**

Clendinning, Jane Piper, and Elizabeth West Marvin. *The Musician's Guide to Theory and Analysis*. New York: W. W. Norton, 2004.

Clendinning, Jane Piper and Elizabeth West Marvin. *Anthology to Accompany The Musician's Guide to Theory and Analysis*. New York: W. W. Norton, 2005.

Phillips, Joel, Jane Piper Clendinning, and Elizabeth West Marvin. *The Musician's Guide to Aural Skills*. Vol. 1. New York: W. W. Norton, 2005.

### **Technology Aids**

- Interactive Aural Skills and Music Theory exercises at [www.teoria.com](http://www.teoria.com)
- Interactive Music Theory exercises at [www.musictheory.net](http://www.musictheory.net)
- AP Music Theory Question Review at [www.albert.io](http://www.albert.io)

## **INTERDISCIPLINARY CONNECTIONS**

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### **Social Studies**

Historical Research

### **Math**

Data Collection/Analysis

### **Technology**

Audio Media Analysis

### **Science**

Compare and contrast information gained from auditory or multimedia resources with that gained from reading a text on the same topic.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.