

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

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| 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)

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| 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 |

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| | 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

Declarative Knowledge

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

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

Alternate Assessments

- Individual Performances
- Group Performances
- Teacher/Student Conferences

Formative Assessments

- 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

- Chapter Test/Quiz
- Aural Skills Tests

RESOURCES (Instructional, Supplemental, Intervention Materials)

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
- Interactive Music Theory exercises at www.musictheory.net
- AP Music Theory Question Review at www.albert.io

INTERDISCIPLINARY CONNECTIONS

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

See link to Accommodations & Modifications document in course folder.