

# 10 Notation and Scoring

Content Area: **Music**  
Course(s):  
Time Period: **Full Year**  
Length: **1 week**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

### OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

There is specific scoring notation that is used to make music easier to read for instruments and vocal performers.

### 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.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
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.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.
VPA.1.3.12.B.CS2	The ability to read and interpret music impacts musical fluency.
VPA.1.3.12.B.CS3	Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.
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**

---

### **Declarative Knowledge**

---

Students will understand:

- The basic principles of SATB writing including; range, spacing, and voice crossings.
- That most modern Western music is based on the part-writing rules first established and practiced by composers such as J.S. Bach in the late 1600s.
- That, if followed correctly, the part-writing guidelines help a composer to compose a piece of music without having to listen to each section of the music to check for correctness.
- That music is written in different formats for different combinations and styles of music.

### **Procedural Knowledge**

---

Students will be able to:

- Notate music for both instrumental and vocal music.
- Notate music using the SATB method and four-part chorale style writing.
- Notate music for a piano using the grand staff.
- Notate music for the guitar utilizing both classical and popular (tab) music forms of notation.
- Write a small musical excerpt for voice, instrumental, piano, or guitar using correct notation for that instrument type.
- Identify incorrect notation as it pertains to specific music instrumentation.

## **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](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**

---

### **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.