

16 Further Expansion of the Basic Phrase

Content Area: **Music**
Course(s):
Time Period: **Full Year**
Length: **2 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

In addition to adding various chords to the phrase model, composers also developed different uses of counterpoint and harmony interaction along with bass manipulation to add complexity to the phrase structure of a 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.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.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 analysis. |
| LA.RH.9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative |

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| SOC.9-12.1.1.2 | analysis in print or digital text, to analyze information presented via different mediums. |
| CAEP.9.2.12.C.3 | 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. |
| TECH.8.1.12.A.CS1 | Identify transferable career skills and design alternate career plans. |
| | Understand and use technology systems. |

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- The characteristics and uses of the root falling fifth progression, root falling third progression, root by ascending third, and root motion by seconds.
- The construction of the median triad and how to aurally identify it in a progression.

Procedural Knowledge

Students will be able to:

- Prolong the tonic section of a phrase in a composition by utilizing those chords with common tones; such as the submediant, subdominant, and dominant.
- Analyze a compositional examples for its use of common root progression patterns.
- Apply the median triad to a compositional example.

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.