

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: <b>Music Fundamentals</b></p> <p>Timeline: 4 days out of 7 day cycle. (1 day guitar, 1 day piano, 1 day cycled out). Approx. 5 Weeks.</p> <p>Essential Question(s): How can I read simple music notation including note names, rhythms, and common symbols?</p>	<p>Students will read and notate note names in both the bass and treble clef.</p> <p>Students will read and notate whole, half, quarter, eighth, and sixteenth notes and rests in 2/4 3/4 and 4/4 meters.</p> <p>Students will read and notate common music symbols such as the grand staff, time signatures, double bars, bar lines, and repeat signs.</p> <p>Students will notate a C major scale showing half steps and whole steps as well as showing the interval to each scale degree from the note C.</p>	<p>Learn concepts together on the board with note taking in their class binders.</p> <p>Speaking answers out loud and having students come up to the board.</p> <p>Worksheets.</p> <p>Reading rhythms as a class with "Winning Rhythms"</p> <p>Human Drum Set</p>	<p>Notebook checks</p> <p><u>Informal assessments</u> are constantly being made to see if the material is being understood</p> <p><u>Formal Assessments</u> Note name and rhythm quiz</p> <p>Music Fundamentals Unit Test</p>	<p>Book: "Winning Rhythms"</p> <p>Worksheets made by teacher</p> <p>White board with staves</p>	<p>MA Frameworks: 2.1 2.2</p> <p>P.H.S. Student Expectations:  Read actively and critically for a variety of purposes.</p>



	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: <b>Chords and Inversions</b></p> <p>Timeline: Approx. 5 Weeks</p> <p>Essential Question(s):</p> <p>How does music sound the way it does?</p> <p>How can I write music to sound the way I want it to?</p>	<p>Students will be able to write and analyze all chords in C Major in root position, 1<sup>st</sup> inversion, and 2<sup>nd</sup> inversion.</p>	<p>Learn concepts together on the board with note taking in their class binders.</p> <p>Speaking answers out loud and having students come up to the board.</p> <p>Worksheets</p>	<p><u>Informal assessments</u> are constantly being made to see if the material is being understood</p> <p><u>Formal Assessments</u></p> <p>Collecting and correcting worksheets</p> <p>Chord Inversion Quiz</p> <p>Chord Inversion Unit Test</p>	<p>Chords and Inversions formulas sheet</p> <p>Worksheets made by teacher</p> <p>White board with staves</p>	<p>MA Frameworks:</p> <p>4.19</p> <p>4.20</p> <p>P.H.S. Student Expectations:</p> <p>Identify, analyze and solve problems using a variety of strategies.</p>

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: <b>4 Part Writing and Cadences</b></p> <p>Timeline: Approx. 6 Weeks</p> <p>Essential Question(s):</p> <p>Why do I have to follow rules to write music?</p> <p>How does music have an ending feeling at the end of musical phrases? What is a cadence?</p>	<p>Students will be able to notate a given chord progression following our "Guide to Better Voice Leading".</p> <p>Students will be able to analyze, notate, and name all cadences.</p>	<p>Learn concepts together on the board with note taking in their class binders.</p> <p>Speaking answers out loud and having students come up to the board.</p> <p>Worksheets</p>	<p><u>Informal assessments</u> are constantly being made to see if the material is being understood</p> <p><u>Formal Assessments</u></p> <p>Collecting and correcting worksheets</p> <p>Cadences Quiz</p> <p>4 Part Writing Quiz</p> <p>4 Part Writing and Cadences Unit Test</p>	<p>Guide to Better Voice Leading sheet</p> <p>Worksheets made by teacher</p> <p>White board with staves</p>	<p>MA Frameworks:</p> <p>4.19</p> <p>4.20</p> <p>P.H.S. Student Expectations:</p> <p>Identify, analyze and solve problems using a variety of strategies.</p>

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: <math>V^7</math> Chords and Inversions</p> <p>Timeline: Approx. 3 Weeks</p> <p>Essential Question(s):</p> <p>Can you have more than three different notes in a chord? How does that effect the use of inversion numbers?</p>	<p>Students will be able to analyze, notate, and name all <math>V^7</math> chords and inversions.</p>	<p>Learn concepts together on the board with note taking in their class binders.</p> <p>Speaking answers out loud and having students come up to the board.</p> <p>Worksheets</p>	<p><u>Informal assessments</u> are constantly being made to see if the material is being understood</p> <p><u>Formal Assessments</u> Collecting and correcting worksheets</p> <p><math>V^7</math> Inversions Quiz</p>	<p>Worksheets made by teacher</p> <p>White board with staves</p>	<p>MA Frameworks:</p> <p>4.19 4.20</p> <p>P.H.S. Student Expectations:</p> <p>Identify, analyze and solve problems using a variety of strategies.</p>

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: <b>The Circle of Fifths, Major Scales, and Major Key Signatures</b></p> <p>Timeline: Approx. 4 Weeks</p> <p>Essential Question(s):</p> <p>Why do we have 12 different major keys?</p>	<p>Students will understand and memorize the circle of fifths.</p> <p>Students will be able to identify and write key signatures and major scales.</p>	<p>Learn concepts together on the board with note taking in their class binders.</p> <p>Speaking answers out loud and having students come up to the board.</p> <p>Worksheets</p> <p>"Mock" circle of fifths quizzes</p>	<p><u>Informal assessments</u> are constantly being made to see if the material is being understood</p> <p><u>Formal Assessments</u> Circle of Fifths Quiz (fill in blank circle of fifths - Major only)</p> <p>Major Scales and Key Signatures Quiz</p>	<p>Worksheets made by teacher</p> <p>White board with staves</p>	<p>MA Frameworks: 4.19</p> <p>P.H.S. Student Expectations: Identify, analyze and solve problems using a variety of strategies.</p>

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: <b>Composing Melodies and Harmonizing Melodies</b></p> <p>Timeline: Approx. 4 Weeks</p> <p>Essential Question(s): What makes a melody good? How can I compose a good melody?</p>	<p>Students will compose and harmonize their own melodies.</p>	<p>Analyze famous melodies to see what makes a melody good.</p> <p>Give worksheets with the beginnings of melodies where the students have to finish them.</p> <p>Give worksheets where they add pitches to given rhythms.</p> <p>Write a melody to a given progression using only chord tones.</p>	<p><u>Informal assessments</u> are constantly being made to see if the material is being understood</p> <p><u>Formal Assessments</u> Collecting and correcting worksheets</p> <p>Composing and Harmonizing Melodies Quiz</p>	<p>Worksheets made by teacher</p> <p>White board with staves</p> <p>Famous melodies</p>	<p>MA Frameworks: 4.5 4.6 4.9</p> <p>P.H.S. Student Expectations: Identify, analyze and solve problems using a variety of strategies.</p>

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: <b>Jingle Project</b></p> <p>Timeline: Approx. 6 Weeks</p> <p>Essential Question(s):</p> <p>Now that we have all this musical knowledge, how do we apply it?</p>	<p>Students will apply everything they have learned up to this point to create a jingle.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1) get a product and catchy phrase approved by their teacher.</li> <li>2) compose a melody to put the words to.</li> <li>3) add a chord progression to the melody they created</li> <li>4) play their own accompaniment on piano or guitar</li> <li>5) record their jingle</li> </ol>	<p><u>Informal assessments</u></p> <p>are constantly being made to see if the material is being done and understood</p> <p><u>Formal Assessments</u></p> <p>A check list for both the student and teacher to keep track of where they are on their project to let them know if they are on schedule.</p> <p>Project Grading Rubric</p> <p>Recording</p>	<p>Piano Lab</p> <p>Project assignment sheets</p> <p>CD recorder</p>	<p>MA Frameworks:</p> <p>4.5 4.6 4.9</p> <p>P.H.S. Student Expectations:</p> <p>Write with clarity, purpose and consideration of audience.</p>



	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: <b>Minor Scales, Minor Key Signatures, and Scale Degree Names</b></p> <p>Timeline: Approx. 4 Weeks</p> <p>Essential Question(s):</p> <p>Are there other types of scales besides the major scale?</p>	<p>Students will be able to identify and write key signatures and minor scales including natural, harmonic, and melodic.</p> <p>Students will be able to differentiate between parallel and relative key signatures.</p> <p>Students will understand and memorize the circle of fifths both major and minor.</p> <p>Students will be able to name the seven scale degree names from memory.</p>	<p>Learn concepts together on the board with note taking in their class binders.</p> <p>Speaking answers out loud and having students come up to the board.</p> <p>Worksheets</p> <p>Analyze a piece in a minor key.</p>	<p><u>Informal assessments</u> are constantly being made to see if the material is being done and understood</p> <p><u>Formal Assessments</u></p> <p>Minor Scale and Key Signature Quiz</p> <p>Minor Scale, Key Signature, and Scale Degree Unit Test</p>	<p>Worksheets made by teacher</p> <p>White board with staves</p>	<p>MA Frameworks:</p> <p>4.19</p> <p>P.H.S. Student Expectations:</p> <p>Identify, analyze and solve problems using a variety of strategies.</p>

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: <b>Rhythm</b></p> <p>Timeline: Continuous throughout year.</p> <p>Essential Question(s):</p> <p>How do I read rhythms?</p> <p>How do I put the rhythms in my head onto paper?</p>	<p>Students will be able to count and clap whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter, and dotted eighth notes along with their corresponding rests as well as quarter note triplets and eighth note triplets.</p> <p>Students will be able to read music in 4/4, 3/4, 2/4, 6/8, 9/8, and 12/8 time signatures.</p>	<p>Rhythmic Dictations 2 times every week at the beginning of class.</p> <p>Counting and clapping out of our PHS rhythm books.</p> <p>Human Drum Set</p>	<p><u>Informal assessments</u> are constantly being made to see if the material is being done and understood by group and individual participation</p> <p><u>Formal Assessments</u></p> <p>Rhythmic Dictation Quizzes</p> <p>Written Counting Quizzes</p> <p>Spoken rhythm Quizzes</p>	<p>Worksheets made by teacher</p> <p>White board with staves</p> <p>PHS Rhythm Books</p>	<p>MA Frameworks:</p> <p>2.2</p> <p>2.4</p> <p>2.5</p> <p>P.H.S. Student Expectations:</p> <p>Identify, analyze and solve problems using a variety of strategies.</p>

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: <b>Listening</b></p> <p>Timeline: Continuous throughout year.</p> <p>Essential Question(s):</p> <p>How do I put the pitches in my head onto paper?</p> <p>How can I listen to music and then write it down on staff paper?</p> <p>How can I look at music and know how it sounds without even singing or playing it first?</p>	<p>Students will be able to identify the following intervals: m2, M2, m3, M3, P4, d5, P5, m6, M6, m7, M7, and P8.</p> <p>Students will be able to identify the following chords: major, minor, diminished, and augmented.</p> <p>Students will be able to notate what they hear from a given time signature, key signature, and starting note.</p>	<p>Slowly introduce all intervals and chords over the first two terms.</p> <p>Tonal Dictations or Intervals 2 times every week at the beginning of class.</p>	<p><u>Informal assessments</u> are constantly being made to see if the material is being done and understood by group and individual participation</p> <p><u>Formal Assessments</u></p> <p>Tonal Dictation Quizzes</p> <p>Interval and Chord Quizzes</p>	<p>Classroom piano</p> <p>White board with staves</p>	<p>MA Frameworks:</p> <p>5.9</p> <p>P.H.S. Student Expectations:</p> <p>Identify, analyze and solve problems using a variety of strategies.</p>

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: <b>Piano</b></p> <p>Timeline: 1 day out of 7 day cycle for entire year</p> <p>Essential Question(s):</p> <p>How can I apply what I have learned in the classroom to the piano?</p> <p>Why only learn about music when we can play it too?</p>	<p>Students will be able to perform on piano, alone and with others, all 12 five note major scales, will play piano music in the keys of C, G, and F Major, and will finish the lesson book Complete Level 1 For The Later Beginner from Alfred's Basic Piano Library.</p>	<p>Start every class with five note major scales to build finger coordination and strength.</p> <p>Every piano class practice exercises and songs from the class piano book from past classes.</p> <p>Introduce at least one new exercise or song every class from the book.</p> <p>Give approximately 15 minutes at the end of each class to work on their own personal piano repertoire at their own individual level of playing.</p>	<p><u>Informal assessments</u> are constantly being made through watching and listening to the group and individuals play to see if the material is being understood</p> <p><u>Formal Assessments</u> At least two piano recitals</p>	<p>Complete Level 1 For The Later Beginner from Alfred's Basic Piano Library</p> <p>25 Piano Keyboards, Stands, and Headphones</p> <p>Piano solo pieces and books for students piano repertoire time</p>	<p>MA Frameworks: 3.7</p> <p>P.H.S. Student Expectations:</p> <p>Read actively and critically for a variety of purposes.</p>

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: <b>Guitar</b></p> <p>Timeline: 1 day out of 7 day cycle for entire year</p> <p>Essential Question(s):</p> <p>How can I apply what I have learned in the classroom to the piano?</p> <p>Why only learn about music when we can play it too?</p>	<p>Students will be able to perform on guitar, alone and with others, the chromatic scale, chord strumming patterns, and the following chords: E A D G C e a F G<sup>7</sup> D<sup>7</sup> B<sup>7</sup> A7 a7 b d d7 E7 and Major/Minor bar chords.</p>	<p>Start every class with the chromatic scale to build finger coordination and strength followed by reviewing all chords learned to that point.</p> <p>Introduce a new chord, new song, or both every guitar day.</p>	<p>Notebook Checks</p> <p><u>Informal assessments</u> are constantly being made through watching and listening to the group and individuals play to see if the material is being understood</p> <p><u>Formal Assessments</u> Tablature Quizzes</p> <p>Guitar Recital at the end of the year</p>	<p>Guitars Picks Tuners Blank Tab Pages Song Sheets</p>	<p>MA Frameworks: 3.7</p> <p>P.H.S. Student Expectations:</p> <p>Read actively and critically for a variety of purposes.</p>