

Course: *Music Theory I*
Unit #1: *Music Notation*

Year of Implementation: 2023-2024

Curriculum Team Members

Keith Styers; kstyers@lrhsd.org; x663600
Robert C. Joubert; rjoubert@lrhsd.org; x446000
D. Michael Lynch; dlynch@lrhsd.org; x220600

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

Anchor Standard 1: Generating and conceptualizing ideas.

- Novice 1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- Intermediate 1.3.C.12int.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- Proficient 1.3.C.1prof.Cr1a: Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.

Anchor Standard 3: Refining and completing products.

- Proficient 1.3B.12prof.Cr3a: Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- Proficient 1.3B.12prof.Cr3b: Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- Accomplished 1.3B.12acc.Cr3a: Identify, describe and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- Accomplished 1.3B.12acc.Cr3b: Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

- Novice 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- Intermediate 1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- Proficient 1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

○ **21st Century Life & Career Standards**

- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a)
- 9.4.12.Cl.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
- **English Companion Standards**
 - NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **Interdisciplinary Content Standards**
 - • MS-PS4-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion ([N.J.S.A. 18A:35-4.36a](#)) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) [P.L.2021, c.410](#) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to read and write music notation.

As aligned with LRHSD Long Term Learning Goal(s):

- develop creative thinking and problem-solving skills
- understand the principles that govern the elements of music
- apply acquired knowledge to make sense of unfamiliar music in order to persevere in listening to, performing, and/or composing independently and collaboratively

Enduring Understandings

Students will understand that. .

EU 1

every sound has a beginning, middle, and end.

EU 2

music notation is the visual representation to communicate musical thought.

EU 3

the keyboard is a visual representation of the organization and structure of pitches.

Essential Questions

EU 1

- What makes sound unique?
- What makes a sound musical?
- What does sound look like?

EU 2

- Why do we notate music?
- What are the limitations of notation?
- How is expression communicated through notation?

EU 3

- How are the senses of sight and sound related?
- What does pitch look like?
- What will notation look like in the future?

Knowledge

Students will know . . .

EU 1

- pitch is an exact measurement of vibration. (1.3.C.12nov.Cr1a)
- dynamics are measured. (1.3.C.12nov.Cr1a)
- timbre gives an instrument its unique sound. (1.3.C.12nov.Cr1a)

Skills

Students will be able to. . .

EU 1

- describe different parts of a sound's envelope. (1.3.C.12nov.Cr1a)
- describe various timbres of instruments. (1.3.C.12nov.Cr1a)

- the envelope of a sound determines its characteristics. (1.3.C.12nov.Cr1a)

EU 2

- the clef determines the function of the staff. (1.3.C.12nov.Cr1a)
- the letters of the musical alphabet. (1.3.C.12nov.Cr1a)
- the relationship between note values. (1.3.C.12nov.Cr1a)
- how note values relate to one another. (1.3.C.12nov.Cr1a)
- how accidentals affect natural pitch. (1.3.C.12nov.Cr1a)
- the proper use of stems and beams. (1.3.C.12nov.Cr1a)

EU 3

- the organization of pitches on the keyboard. (1.3.C.12nov.Cr1a)
- how the keyboard relates to various clefs. (1.3.C.12nov.Cr1a)
- how to enharmonically spell the same pitch. (1.3.C.12nov.Cr1a)

- adjust sound waves on synthesizers to create their own original sounds. (1.3.C.12nov.Cr1a)
- label harmonics of the overtone series. (1.3.C.12nov.Cr1a)

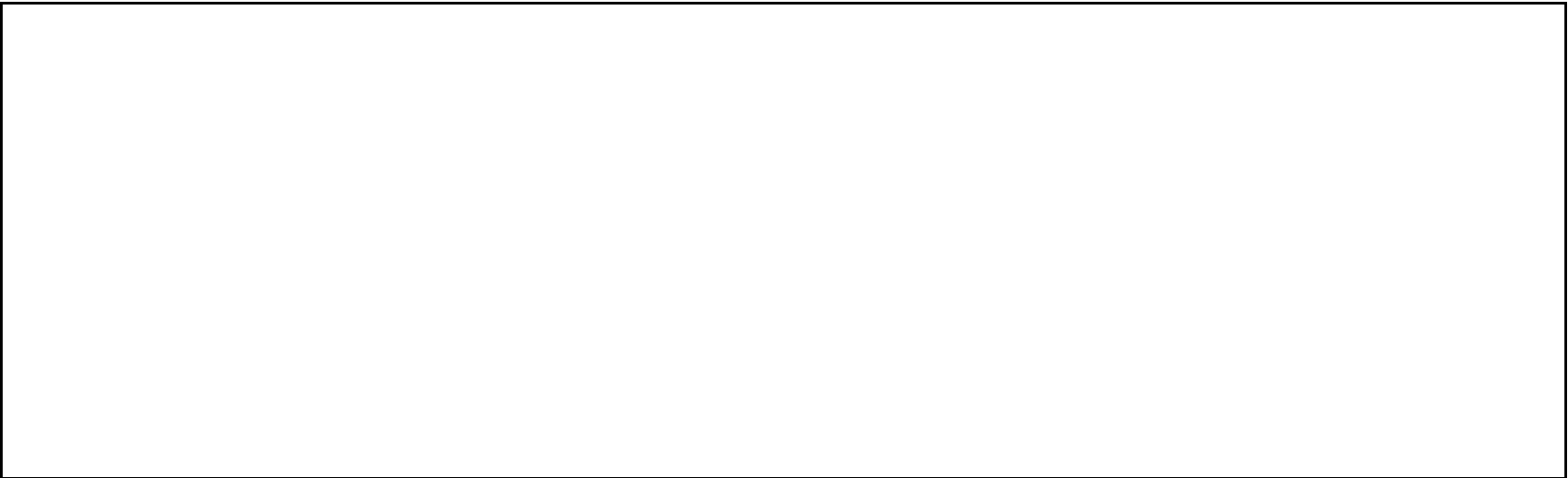
EU 2

- label the lines and spaces of various clefs. (1.3.C.12nov.Cr1a)
- identify and define the various dynamics and articulations. (1.3.C.12nov.Cr1a)
- compare and contrast note duration. (1.3.C.12nov.Cr1a)
- properly label accidentals. (1.3.C.12nov.Cr1a)
- label and draw various note durations. (1.3.C.12nov.Cr1a)

EU 3

- label the semi-tones of an octave on the keyboard. (1.3.C.12nov.Cr1a)
- identify octave designation on the keyboard. (1.3.C.12nov.Cr1a)
- describe the relationship between clefs and the keyboard. (1.3.C.12nov.Cr1a)
- label the same pitch in various ways. (1.3.C.12nov.Cr1a)

Stage Two - Assessment	
Stage Three - Instruction	
<p><i>Learning Plan:</i> Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): <i>Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection</i></p> <ul style="list-style-type: none">• Teacher-led discussion on the aspects of sound: pitch, dynamics, timbre, articulation and duration. (A) (EU1, EU2)• Students will use knowledge of sound waves to determine a note's pitch. (M) (EU1)• Students will manipulate amplitude to affect a note's dynamic. (M) (EU1)• Students will experiment with waveforms and filters to create various timbres. (M, T) (EU1, EU3)• Students will adjust a note's envelope to yield a desired articulation and duration. (M, T) (EU1, EU3)• Teacher-led discussion on the construction of the musical staff and grand staff. (A) (EU2)• Teacher-led discussion on the various clefs: C clefs, G clef, and F clef. (A) (EU2)• Teacher-led discussion on the division of treble and bass clef. (A) (EU2)• Teacher-led discussion of ledger lines. (A) (EU2)• Students will identify pitches on the keyboard in various clefs. (M) (EU2, EU3)• Students will determine the appropriate clef for various instruments. (T) (EU1, EU2, EU3)• Teacher-led discussion on the octave designation of the keyboard. (A) (EU3)• Students will label clef ranges on the keyboard. (M) (EU2, EU3)• Teacher-led discussion of accidentals. (A) (EU2)• Teacher-led discussion of notation design. (A) (EU2)• Students will properly draw various note durations.(M) (EU2)• Students will properly beam notes in relationship to the staff. (M) (EU2)• Students will properly beam multi-layered staves. (T) (EU2)• Students will write liner notes promoting their composition. (M,T) (EU1, EU2)	



Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Music Notation	45
2	Rhythm and Meter	45
3	Fundamentals of Pitch	45
4	Harmony	45

Instructional Materials

- Music manuscript book

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.