

Course Title – Orchestra

Implement start year – 2015-2016

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Unit #2 – Notation

Transfer Goal –

Students will be able to independently use their learning to read, perform and write standard notation.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

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.

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.

1.3.12.B.2 Analyze how the [elements of music](#) are manipulated in original or prepared musical scores.

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

	<input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> a system of nomenclature exists for notes on the musical staff and on ledger lines.</p> <p><i>EU 2</i> any melody can be notated and therefore the pitches and rhythms can be retained.</p> <p><i>EU 3</i> sight reading can be improved through study and practice.</p> <p><i>EU 4</i> there is a hierarchy of note durations that remain consistent regardless of meter.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What are some ways that other notational devices, such as tablature fall short of the information conveyed in standard notation? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How were traditional melodies passed down without the benefit of standard notation? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can one improve sight reading if one does not possess the ability to identify one's sightreading mistakes? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How does each note relate to each other rhythmically and mathematically?

Knowledge:

Students will know . . .

EU 1

- the note names on the staff that are specific to their instrument.

EU2

- how to write a melody in standard notation.

EU3

- how to use technology to improve their reading ability.

EU4

- how to read and notate rhythms in common time, cut time and compound meters.

Skills:

Students will be able to . . .

EU 1

- play notes on their instrument in response to written note notation.

EU2

- take melodic dictation.

EU3

- use ipad apps such as “Read Rhythm” to improve sightreading accuracy.

EU4

- write the same rhythm in three different time signatures.

Stage 2 – Assessment Evidence

Recommended Performance Tasks:

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Students will advance through levels of software and internet based nomenclature tests.
- Achievement will be measured through rhythmic dictation quizzes.

Stage 3 – Learning Plan

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.*

- Students will create flash cards and memorize note names on the staff. (A)
- Students will use note names to write pitches on staff paper. (A)
- Students will play accurate pitches on the piano and their instruments from flash cards and a white board. (M)
- Students will create flash cards and memorize whole notes, half notes, quarter notes, eighth notes and their corresponding rests. (A)
- Students will perform various rhythms by clapping, speaking and playing. (M)
- Students will create and perform rhythms in various simple and compound time signatures. (T)
- Students will apply knowledge of rhythm and notation to the performance of appropriate repertoire. (T)