Grade 9-12 Theory and Composition - Unit 1 - Reading the Staff

Unit Focus

Students will learn to read a variety of notes and rhythms as well as terminology and how it affects each note.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards

Music Theory Composition: HS Accomplished

- Analyze how the elements of music (including form) of selected works relate to the style, function, and context, and explain the implications for rehearsal and performance. (MU:Pr4.2.HSII.a)

Music Theory Composition: HS Proficient

- Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood. (MU:Pr5.1.C.HSI.b)
- Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory. (MU:Re9.1.C.HSI.a)

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)

Transfer

Students will be able to independently use their learning to...

T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** music notation is a universal language that can be shared throughout the world **U2** music theory skills help musicians to better understand and interpret composers' works.	*Students will keep considering...* **Q1** What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? **Q2** What am I learning by engaging in critique?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** the theory involved in writing and reading notation on a grand staff. **K2** the following terms: treble clef, bass clef, stem, ledger line, bar line, brace, measure, quarter note, half note, whole note, eighth note, dotted notes as well as their rest equivalents **K3** the components to write, read, and apply dynamics, articulation, and tempo marks. **K4** the following symbols and their definitions: piano, mezzo, forte, issimo, crescendo, decrescendo, diminuendo, largo, vivace, moderato, allegro, andante, ritardando, accelerando, tenuto, accent, staccato, sfz, fermata, DC, DS, Fine, Coda. **K5** how to listen & identify rhythms through dictation exercises.	*Students will be skilled at...* **S1** notating rhythms aurally, from teacher created music. **S2** reading music notation from a variety of genres and composers. **S3** writing and reading notation on a grand staff. **S4** writing, reading, and applying dynamics, articulation, and tempo marks.