



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Visual and Performing Arts

COURSE Music I

Curriculum Development Timeline

School: Ocean Township High School

Course: Music I

Department: Visual & Performing Arts

Board Approval	Supervisor	Notes
July 2009	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revisions
August 2018	Ian Schwartz	Revisions
March 2019	Ian Schwartz	Review
August 2020	Ian Schwartz	Alignment to Standards
August 2022	Derek Tranchina	Incorporate State Mandates
August 2024	Erin Leahy	Updated to Include New State Mandates

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COURSE Music I

Ocean Township Pacing Guide			
Week	Marking Period	Week	Marking Period
1	Piano (Ongoing)	11	Music Theory: Accidentals, Half Steps, Whole Steps
2	Piano	12	Music Theory: Simple Meter - Duple, Triple, and Quadruple
3	Guitar (Ongoing)	13	Music Theory: Beat Subdivisions and Syncopation
4	Guitar	14	Music Theory: Compound and Other Meters
5	Instrument Proficiency and Performance (Ongoing)	15	Music Theory: Major Scales and Keys
Week	Marking Period 2	Week	Marking Period 4
6	History, Culture, and Music Appreciation	16	Music Theory: Intervals
7	Written and Improvised Composition	17	Music Theory: Triads and Dominant Chords
8	Performance Etiquette and Critique	18	Music Theory: Triads and Dominant Chords

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9	Music Theory: Pitch Notation and Grand Staff Notation	19	Music Theory: Melody Harmonization and Cadences
10	Music Theory: Pitch Notation and Grand Staff Notation	20	Music Theory: Melody Harmonization and Cadences

Diversity and Inclusion, Individuals with Disabilities, and LGBT: History, Culture, and Music Appreciation Unit

Core Instructional & Supplemental Materials including various levels of Texts

The Musician's Guide to Fundamentals, 3rd Edition - WW Norton

Tobyrush.com

Musictheory.net

Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

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Time Frame	1 - 2 Weeks and ongoing
Topic	
Piano Understanding instrument care, instrument parts, posture and playing technique. Discuss bad habits of practicing and playing instruments, proper hand positions on the piano keyboard: Middle C Position, C Position, G Position. Differentiate between quality and quantity of time spent practicing. Develop practicing techniques for student independence.	
Alignment to Standards	
1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines 1.3B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines. 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. 1.3B.12prof.Pr4a: Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary). 1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent. 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a , 1.3A.12prof.Re7a	
Learning Objectives and Activities	
SWBAT answer the following questions: • How does studying a musical instrument challenge students to perform in other subject areas? • Which key concepts of music learning are pivotal to be successful in playing piano? • How do different hand positions on the keyboard affect the sound of the instrument and how do they affect how we play? • How does understanding how a piano is built and constructed add to our ability	

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COURSE Music I

to play the instrument?

- How does posture and playing technique enhance our playing ability?

SWBAT:

- Hold, play, and maintain the instrument properly
- Explore different sound effects and rhythmic sequences on the instrument
- Understand the basics of how sound is generated on the instruments.
- Be able to identify the note names on the treble and bass clefs
- Understand the grand staff, ledger lines and concept of high and low
- Identify Note and Rest values, measures, and Common-time Time Signature

Learning Activities:

- Observing teacher and professionals playing and performing
- Watching peers and critiquing and giving constructive criticism to see how they can make adjustments to their own playing
- Performing and playing repertoire and scales in methods book

Assessments

Summative:

- Playing Tests

Formative:

- Performance Quizzes
- Class participation

Alternative:

- Class discussion
- Self-assessment
- Rubrics

Interdisciplinary Connections

Rhythmic Dictation exercises/assessments:

Comprehensive Health and Physical Education: 2.2.12.MSC.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

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COURSE Music I

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

Students will access and assess Musictheory.net and/or teria.com software program to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity.

Time Frame

1 - 2 Weeks and ongoing

Topic

Guitar

Understanding instrument care, instrument parts, posture and playing technique. Learn different methods of tuning a guitar with use of an electric tuner and the use of pegs, strings, and frets. Learn how to change guitar strings. Discuss bad habits of practicing and playing instruments, proper hand positions on the guitar: power chords, traditional chords, melody, and soloing. Proper Strumming techniques with and without pick, and exploring different strumming patterns and hand picking. Differentiate between quality and quantity of time spent practicing. Develop practicing techniques for student independence.

Alignment to Standards

1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines

1.3B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.

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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.

1.3B.12prof.Pr4a: Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).

1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.

1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a

Learning Objectives and Activities

SWBAT answer the following questions:

- How does studying a musical instrument challenge students to perform in other subject areas?
- Which key concepts of music learning are pivotal to be successful in playing guitar?
- How do different hand types of chords and strumming techniques affect the sound of the instrument and how do they affect how we play?
- How does understanding the elements of guitar and how a guitar is built and constructed add to our ability to play the instrument?
- How does posture and playing technique enhance our playing ability?

SWBAT:

- Hold, play, and maintain the instrument properly
- Explore different sound effects and rhythmic sequences on the instrument
- Understand the basics of how sound is generated on the instruments.
- Be able to identify the note names on the treble and bass clefs
- Understand the grand staff, ledger lines and concept of high and low
- Identify Note and Rest values, measures, and Common-time Time Signature

Learning Activities:

- Observing teacher and professionals playing and performing
- Watching peers and critiquing and giving constructive criticism to see how they can make adjustments to their own playing
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Assessments

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COURSE Music I

Summative:

- Playing Tests

Formative:

- Performance Quizzes
- Class participation

Alternative:

- Class discussion
- Self-assessment rubrics

Interdisciplinary Connections

Peer critique discussions:

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

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Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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COURSE Music I

CRP11. Use technology to enhance productivity.

Time Frame	1 - 2 Weeks and Ongoing
Topic	
Instrument Proficiency and Performance Students will develop skills in reading music independently by sight; this encourages independence and strong musicianship. Students will demonstrate proper technique, while utilizing proper finger positions, maintaining steady tempos. Perform repertoire of an individually appropriate level, and student chosen repertoire when appropriate. Perform songs in various hand positions while demonstrating proper strum patterns on guitar. Sight read music at an appropriate level. Through repertoire students will experience and perform phrasing, articulations, tempo markings, and dynamics.	
Alignment to Standards	
1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines 1.3B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines. 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. 1.3B.12prof.Pr4a: Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary). 1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent. 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a	
Learning Objectives and Activities	
SWBAT answer the following questions: How does studying a musical instrument challenge students to perform in other	

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subject areas?

- How does music literacy filter into the different disciplines?
- How does the proficiency on an instrument allow filter into difference disciplines?
- How does music proficiency allow for independence from the teacher?

SWBAT:

- Communicate musical expression through dynamics, tempo, phrasing, and articulation.
- Interpret the composers intending meaning of piece and communicate that through performance
- Discern symbols in a score and perform them appropriately
- Decode music notation and perform at appropriate tempo, meter, range, etc...

Learning Activities:

- Practice and perform repertoire of appropriate level for teacher and peers
- Choose repertoire and prepare and perform said repertoire for teacher and peers

Assessments

Summative:

- Playing Tests
- Recitals

Formative:

- Performance Quizzes
- Class participation

Alternative:

- Class discussion
- Self-assessment
- Rubrics

Interdisciplinary Connections

Reading informational texts on the topic of music theory and notation:

RI.IT.9-10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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Career Readiness, Life Literacies, and Key Skills

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9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

Students will access and assess **Musictheory.net and/or teria.com** software program to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity.

Time Frame

1 Week

Topic

History, Culture and Music Appreciation

Students will identify the uses of music in society and culture; relationships and processes of other art forms to the choral singing; the effects of society, culture and technology on music.

Alignment to Standards

1.3C.12prof.Re7a:

Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.

1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.

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1.3B.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

1.3D.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.

1.3D.12prof.Re7b: Develop and apply teacher or student-provided criteria based on personal preference, analysis and context (e.g., personal, social, cultural) to evaluate individual and small group musical selections for listening.

1.3D.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.

1.3D.12prof.Re9a: Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response.

Learning Objectives and Activities

SWBAT answer the following questions:

- How is music influenced by society, history and culture? **
- How is music related to other art forms?
- How is music influenced by other art forms?
- How does music speak through language barriers? **

SWBAT:

- Identify the uses of music in society and culture
- Identify relationships and processes of other art forms to music
- Identify the effects of society, culture and technology on music.

Learning Activities:

- Listening to music from different cultures and time periods
- Discussing the history and related art forms of the time period surrounding choral repertoire.
- Socratic discussions about the history, society, and culture
- Class presentations about history, society and culture surrounding the music

**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

Assessments

Summative:

- Socratic Seminar on the topic of music history, and its role in society and

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culture.

Formative:

- Performance Quizzes
- Class participation

Alternative:

- Class discussion
- Self-assessment rubrics

Interdisciplinary Connections

Socratic discussions about the relationship between music and history, society, and culture;

Class presentations about history, society and culture surrounding the music:

RI.CI.9-10.2 Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9-10.4 Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9-10.5 Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9-10.6 Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

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9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Time Frame	1 Week
Topic	
Written and Improvised Composition Create compositions based on elements of music learned in class. Create simple melodies harmonized with I, IV, V or V7 accompaniments. Explore different sounds on instruments through elements of music. Create an improvised melody within specified key or guidelines while being accompanied by classmates playing I, IV, V or V7 ostinato/patterns.	
Alignment to Standards	
1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines 1.3B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines. 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. 1.3B.12prof.Pr4a: Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in	

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simple forms (e.g., one-part, cyclical, binary).

1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.

1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a

1.3D.12prof.Cr1a: Create melodic, rhythmic and harmonic ideas for improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

1.3D.12prof.Cr2a: Use standard notation and audio/video recording to document melodic,

rhythmic and harmonic ideas for drafts of improvisations, compositions (e.g., theme and

variation, 12-bar blues), as well as three-or-more- chord accompaniments in a variety of patterns

(e.g., arpeggio, country and gallop strumming, finger picking patterns).

1.3D.12prof.Cr3a: Develop and apply criteria to critique, improve and refine drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).

1.3D.12prof.Cr3b: Perform final versions of improvisations, compositions (e.g., theme and

variation, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g.

arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition, improvisation and originality.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does understanding the chordal structure of a piece of music help improvisation?
- How does the understanding of chordal structure allow for pleasing compositional writing?

Learning Activities:

- Compose simple melodies with a variety of rhythmic and melodic elements
- Compose simple accompaniments to harmonize simple melodies using I-IV-V(7) chords

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- Analyze and Identify chords in a piece of music both written aurally
- Compose simple melodies with a variety of rhythmic and melodic elements
- Compose simple accompaniments to harmonize simple melodies using I-IV-V(7) chords

Assessments

Summative

- Composition Projects

Formative:

- Composition Analysis writing
- Performance and composition assessment Rubrics

Alternative:

- Observation of class discussion
- Teacher-student conferences

Interdisciplinary Connections

Present and discuss student composed melodies:

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

Students will access and assess Musictheory.net and/or teria.com software program to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual

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worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity.

Time Frame

1 Week

Topic

Performance Etiquette and Critique

Students will demonstrate correct concert behavior as a performer and as an audience member. Students will evaluate personal and peer progress both verbally and written from recordings, class performance, and other solo to exemplary models.

Alignment to Standards

1.3B.12prof.Re7a: Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.

1.3B.12prof.Re7b: Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood and context, and describe how the analysis provides models for personal growth as a composer, performer and/or listener.

1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.

1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.

1.3B.12prof.Re9b: Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

1.3D.12prof.Pr4a: Explain the criteria used when selecting a varied collection of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

1.3D.12prof.Pr4b: Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of

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COURSE Music I

music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

1.3D.12prof.Pr4c: Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

1.3D.12prof.Pr5a: Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.

1.3D.12prof.Pr6a: Perform with expression and technical accuracy, individually and in small

groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

1.3D.12prof.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

1.3D.12prof.Cn11a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does following proper performance etiquette enhance our performance?
- How does following proper audience etiquette enhance our performance?
- How does using proper terminology allow us to communicate as musicians?
- How does constructive criticism help as a performer?
- How does constructive criticism of a peer help them improve as a performer?

SWBAT demonstrate understanding of the following:

- There is a certain way to behave as an audience member
- There is a certain way to behave as a performer
- Listening to and describing musical performances are important skills that contribute to the learning and development of a young musician

Learning Activities:

- Learn what concert behavior is expected of them as a performer and as an audience member.

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COURSE Music I

- Learn how to evaluate personal progress from recordings, entire ensemble, and other ensembles to exemplary models.
- Requirement of live concert performance and attendance
- Class performances and recitals
- Watch videos and demonstrate poor etiquette

Assessments

Summative:

- Written critique assessment

Formative:

- Performance Quizzes
- Class participation

Alternative:

- Class discussion
- Self-assessment rubrics

Interdisciplinary Connections

Class discussions: Audience etiquette and behavior:

SL.PE.9-10.1 C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

Students will access and assess ***Musictheory.net and/or teria.com*** software program to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

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COURSE Music I

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity.

Time Frame	2 Weeks
Topic	
Music Theory: Pitch Notation and Grand Staff Notation In this Unit students will learn the essential and fundamental elements of note reading, notation, and basic musical elements that will feed the rest of the course	
Alignment to Standards	
1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form. 1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work. 1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory. 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a	
Learning Objectives and Activities	
SWBAT answer the following questions: • How does music notation relate to the notes on the keyboard? • How does understanding the contour of the music help us in reading music notation? • How do ledger lines relate from the Bass to Treble clef and to the Grand Staff?	

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SWBAT demonstrate understanding of the following:

- The notes on the keyboard relate to the Grand Staff
- Treble and Bass Clefs are related by a thirds
- The note reading is a concept that helps abstract thinking

Learning Activities:

- Identify musical contour
- Identify pitch names, pitch class, and the relation to the keyboard
- Identify music notes on the staff in bass and treble clef
- Compare and contrast pitch class
- Students can play note naming games online with teacher assistance using resources listed below. www.musictheory.net
- Students can use kinesthetic learning to locate the notes on a life size staff on the floor
- Students can practice note naming through mnemonic devices (Every, Good, Boy, Does, Fine; Great, Big, Dogs, Fight, Animals; etc...)
- Practice worksheets, listening exercises, and examples in the textbook (The Musician's Guide to Fundamentals, Second Edition by Jane Piper Clendinning, Elizabeth West Marvin and Joel Phillips: Chapter 1; pages 1 – 26)
- Students will give oral presentation explaining the how to find the notes on the staff and how they correspond to the precise pitch class on the keyboard.
- Students will take turns teaching the material to the class to show a deeper understanding.

Assessments

Summative:

- Musical notation quizzes/tests

Formative:

- Performance Quizzes
- Class participation

Alternative:

- Class discussion
- Self-assessment
- Rubrics

Interdisciplinary Connections

Oral presentations:

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COURSE Music I

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

Students will access and assess Musictheory.net and/or teria.com software program to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity.

Time Frame

1 Week

Music Theory: Accidentals, half steps and whole steps

This concept will introduce accidentals, half steps and whole steps and their

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COURSE Music I

correlation to the keyboard and to a musical score.

Alignment to Standards

1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form.

1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.

1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.

1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a

Learning Objectives and Activities

SWBAT answer the following questions:

- What is the function of a sharp?
- What is the function of a flat?
- What is the function of a natural?
- What is the function of a double sharp?
- What is the function of a double flat?
- How does writing accidentals on the staff differ from writing accidentals off of the staff?

SWBAT demonstrate understanding of the following:

- Sharps and flats are accidentals that alter the sound of the written pitch
- Writing accidentals differs from reading them in a score
- Half steps are different from whole steps

Learning Activities:

- Listening to different examples from the text (The Musician's Guide to Fundamentals, Second Edition by Jane Piper Clendinning, Elizabeth West Marvin and Joel Phillips: Chapter 2: pages 27 – 46)
- Teacher will play or sing different half steps and whole steps and show what half steps and whole steps look like on the keyboard.
- Students will practice playing, writing, reading and hearing different examples

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- Students can use the resources listed below www.musictheory.net and www.opus.net for independent practice and games with intervals
- Students will give oral presentation explaining how to find the notes on the staff and how they correspond to the precise pitch class on the keyboard.
- Students will take turns teaching the material to the class to show a deeper understanding.

Assessments

Summative:

- Sharp/Flat/Accidental Identification Quizzes/Tests

Formative:

- Performance Quizzes
- Class participation

Alternative:

- Class discussion
- Self-assessment rubrics

Interdisciplinary Connections

Students will give oral presentation explaining how to find the notes on the staff and how they correspond to the precise pitch class on the keyboard:

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR-PRF.4 Demonstrate knowledge of music theory.

Technology Integration

Students will access and assess Musictheory.net and/or teria.com software program to further investigate lesson concepts.

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Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity.

Time Frame

1 Week

Topic

Music Theory: Simple Meter - Duple, Triple, and Quadruple

Students will learn how to differentiate between duple, triple, and quadruple meters while also understanding rhythmic notation.

Alignment to Standards

1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form.

1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.

1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.

1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a

Learning Objectives and Activities

SWBAT answer the following questions:

- What is the difference between duple, triple, and quadruple meters?
- How can you tell what meter a piece is in?
- How do conducting patterns help a musician in an ensemble?

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COURSE Music I

- How do conducting patterns help assist in clapping, counting, performing rhythms?

SWBAT demonstrate understanding of the following:

- Duple, triple, and quadruple meters differ.
- Meter is affected by tempo markings.
- Conducting patterns differ with meter
- There are specific ways to count rhythms in simple meter
- Rhythms values change depending on the meter

Learning Activities:

- Listening to different examples from the text and use conducting to discover the meter in each piece.
- Teacher will demonstrate different beat patterns and explain how to find the meter
- Students will demonstrate understanding through practicing, playing, writing, reading and hearing different examples of meter
- Students can use the resources listed below www.musictheory.net and www.opus.net for independent practice and games with meter
- Students will give oral presentation explaining the how analyze simple meter
- Students will take turns teaching the material to the class to show a deeper understanding.

Assessments

Summative:

- Assessment of students' ability to count in various meters

Formative:

- Classwork/Homework
- Class participation

Alternative:

- Observation of class discussion
- Student-teacher conferences
- Rhythm counting/dictation games

Interdisciplinary Connections

**Students will give oral presentation explaining the how analyze simple meter;
Students will take turns teaching the material to the class to show a deeper**

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COURSE Music I

understanding:

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Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

Students will access and assess ***Musictheory.net and/or teria.com*** software program to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

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9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity.

Time Frame

1 Week

Topic

Music Theory: Beat Subdivisions and Syncopation

Students will focus on beat subdivision and syncopation through aural, visual,

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COURSE Music I

kinesthetic, and written skills.

Alignment to Standards

1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form.

1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.

1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.

1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a

Learning Objectives and Activities

SWBAT answer the following questions:

- How do ties and slurs differ?
- What is syncopation and how does it affect the feel of a song?
- Why do triplets feel like syncopation, but function differently?

SWBAT demonstrate understanding of the following:

- Beat is subdivided differently according to the meter
- Ties and slurs look the same but function differently within the score
- Triplets alter the function in a quarter note

Learning Activities:

- Notate and perform different subdivisions
- Notate and perform syncopation
- Notate and perform triplets and understand rhythmic variations
- Practice different rhythmic exercises through clapping, notating, and analyzing
- Using the "O Paso" technique to teach rhythms through kinesthetic mastery
- Listen to music with different syncopated examples while students notate what they hear
- Students will give oral presentation explaining the concept of syncopation.
- Students will take turns teaching the material to the class to show a deeper understanding.

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COURSE Music I

Assessments

Summative:

- Playing Tests

Formative:

- Performance Quizzes
- Class participation
- Class discussion

Alternative:

- Self-assessment rubrics
- Peer-instruction and review activities

Interdisciplinary Connections

Students will give oral presentation explaining the concept of syncopation; Students will take turns teaching the material to the class to show a deeper understanding:

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

Students will access and assess Musictheory.net and/or teria.com software program to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

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COURSE Music I

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity.

Time Frame

1 Week

Topic

Music Theory: Compound and Other Meters

The Compound and Other Meters Unit will cover compound duple, triple and quadruple meters. Students will experience these meters through listening, writing, and performance.

Alignment to Standards

1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form.

1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.

1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.

1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a

Learning Objectives and Activities

SWBAT answer the following questions:

- How is compound grouped differently from simple meter?
- How have you experienced compound meters in your everyday life?
- When would changing meter be used in a musical score?

SWBAT demonstrate understanding of the following:

- Duple, triple, and quadruple time signatures in simple meter differ in compound meter
- There are different meter signatures in compound meter

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COURSE Music I

- Subdivisions within compound meter differ from simple meter
- Syncopation within compound meter differ from simple meter

Learning Activities:

- Practice different rhythmic exercises
- Using movement to teach rhythms through kinesthetic mastery
- Listen to music with different syncopated examples
- Students can use the resources listed below www.musictheory.net and www.opus.net for independent practice and games
- Students will give oral presentation explaining the concept of compound meter.
- Students will take turns teaching the material to the class to show a deeper understanding.

Assessments

Summative:

- Rhythmic Dictations

Formative:

- Class participation
- Class performance

Alternative:

- Observation of class discussion
- Student-teacher conferences

Interdisciplinary Connections

Students will give oral presentation explaining the concept of compound meter; Students will take turns teaching the material to the class to show a deeper understanding:

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing **diverse styles, cultures and historical periods.**

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

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Students will access and assess Musictheory.net and/or teria.com software program to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity.

Time Frame	1 Week
Topic	
Music Theory: Major Scales and Keys Students will learn how to identify major scales and keys through aural, visual and written skills	
Alignment to Standards	
1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form. 1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work. 1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory. 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a	
Learning Objectives and Activities	

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COURSE Music I

SWBAT answer the following questions:

- How does understanding the construct of a major scale help us in composing our own melodies?
- How do scale degrees help us sight-sing?
- How do key signatures help us sight-sing?

SWBAT demonstrate understanding of the following:

- There is a formula to building a major scale
- How to identify and construct major key signatures
- Notes of a scale are called scale degrees

Learning Activities:

- Construct/recognize a major scale through aural, visual and written skills
- Construct/recognize a chromatic and whole tone scales
- Construct/recognize major keys
- Students will practice playing singing, writing, and listening to chromatic, whole-tone, and major scales
- Students will practice playing and constructing major key signatures and identifying them in different vocal and instrumental scores
- Students will discover the short cuts of using the "Circle of Fifths" to assist them in discovering major keys
- Students will give oral presentation explaining the concept of finding major keys in both flat and sharp keys
- Students will take turns teaching the material to the class to show a deeper understanding.

Assessments

Summative:

- Playing Tests

Formative:

- Performance Quizzes
- Class participation

Alternative:

- Observation of Class discussion
- Self-assessment rubrics

Interdisciplinary Connections

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COURSE Music I

Students will give oral presentation explaining the concept of finding major keys in both flat and sharp keys;

Students will take turns teaching the material to the class to show a deeper understanding:

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR -PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

Students will access and assess Musictheory.net and/or teria.com software program to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Time Frame

1 Week

Topic

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COURSE Music I

Music Theory: Intervals

Students will learn intervals and their function in major keys.

Alignment to Standards

1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form.

1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.

1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.

1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a

Learning Objectives and Activities

SWBAT answer the following questions:

- What are some ways to help us further understand/memorize the sounds of different intervals?
- Why is learning interval quality important?
- How can you apply the knowledge you have acquired thus far to the study of learning an instrument or even another subject area?

SWBAT demonstrate understanding of the following:

- Intervals help with performance, sight-singing and sight reading

Learning Activities:

- Identify/construct intervals and interval qualities through aural, visual, playing, and written skills
- Identify/construct intervals using interval inversions to assist them
- Identify/construct augmented and diminished intervals through aural, visual, playing, and written skills
- Discern consonance and dissonance through aural, visual, playing, and written skills
- Learning Activities:
 - Students will practice playing, singing, writing, and listening to intervals scales
 - Students will practice playing and constructing intervals

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- Students will search for intervals in songs they listen to on the radio and present his/her findings to the class
- Students will give oral presentation explaining the concept of intervals and how the knowledge of intervals helps in sight-reading music.
- Students will take turns teaching the material to the class to show a deeper understanding.

Assessments

Summative:

- Intervalic Dictations

Formative:

- Aural Quizzes
- Class participation

Alternative:

- Student-teacher Conferences
- Observation of class discussion

Interdisciplinary Connections

Students will give oral presentation explaining the concept of major key internals;

Students will take turns teaching the material to the class to show a deeper understanding:

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

Students will access and assess Musictheory.net and/or teria.com software program to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options,

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COURSE Music I

capacities, and utility for accomplishing a specified task.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity.

Time Frame

2 Weeks

Topic

Music Theory: Triads and Dominant Chords

Students will develop a deeper understanding of music in this unit. They will learn how to analyze and understand the functions of triad in a major and minor key and understand the importance/function of a Dominant seventh chord.

Alignment to Standards

1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form.

1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.

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Learning Objectives and Activities

SWBAT answer the following questions:

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- How is the discovery of triads important to our understanding as musicians?
- How can we relate the concert of inversions to language arts and math?

SWBAT demonstrate understanding of the following:

- A major triad is built with a major third and a minor third
- Inversions are different ways to write the same triad
- Dominant seventh chords are major triads with a minor seventh.

Learning Activities:

- Identify major triads in root and inverted forms aurally and written
- Play major triads in root and inverted forms
- Identify dominant seventh chords in root and inverted forms aurally and written
- Play dominant seventh chords in root and inverted forms
- Analyzing vocal and instrumental scores to find triads and dominant seventh chords
- Practice triad writing and inversions writing
- Students will compose chord progressions to demonstrate his/her understanding chords in root and inversions through aural, visual, and written skills
- Students will give oral presentation explaining the concept of major triads and inversions.
- Students will take turns teaching the material to the class to show a deeper understanding.

Assessments

Summative:

- Aural and written chord identification assessments
- Playing Tests

Formative:

- Performance Quizzes
- Class participation

Alternative:

- Observation of class discussion
- Self-assessment rubrics

Interdisciplinary Connections

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COURSE Music I

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Career Readiness, Life Literacies, and Key Skills

9.3.12.AR -PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

Students will access and assess Musictheory.net and/or teria.com software program to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity.

Time Frame

2 Weeks

Topic

Music Theory: Melody Harmonization and Cadences

Students will understand how to harmonize a simple major melody and understand the chords that are most commonly used. Students will also explore cadences and

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how they are relevant in a musical score.

Alignment to Standards

1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form.

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Learning Objectives and Activities

SWBAT answer the following questions:

- Why is learning chord structures important?
- How do you know which chord to choose when harmonizing a melody?
- How do you know which melodic embellishments are appropriate?

SWBAT demonstrate understanding of the following:

- Three triads (I – IV – V) are often encountered in a major and minor key
- Each chord functions differently within a melody

Learning Activities:

- Harmonize a major melody with the basic phrase model
- Analyze different cadence types
- Harmonize a melody in a minor key
- Analyzing vocal and instrumental scores looking for cadences and different melodic structures
- Compose and harmonize simple minor and major melodies
- Perform different cadences on the piano
- Perform simple major and minor melodies with simple harmony in both hands with an alternating melody
- Students will give oral presentation explaining the concept of cadences.
- Students will take turns teaching the material to the class to show a deeper understanding.

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COURSE Music I

- Digital portfolio update

Assessments

Summative:

- Composition Performance
- Minor Key Harmony composition
- Google sites portfolio update

Formative:

- Written critique/analysis
- Portfolio update reflection discussion

Alternative:

- Observation of class discussion
- Student-Teacher conferences

Benchmark:

- Written critique assessment; Performance assessment

Interdisciplinary Connections

**Students will give oral presentation explaining the concept of cadences;
Students will take turns teaching the material to the class to show a deeper understanding:**

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

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- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns





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ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities

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- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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