

Music Theory - Unit 1 Notation Fundamentals

Content Area: **Fine Arts**
Course(s): **MUSIC THEORY**
Time Period: **Generic Time Period**
Length: **8 Weeks September-October**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

Visual & Performing Arts Standards (2020)

MU.9-12.1.3B.12adv.Cn	Connecting
MU.9-12.1.3B.12adv.Cr	Creating
MU.9-12.1.3B.12adv.Pr	Performing
MU.9-12.1.3B.12adv.Re	Responding

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to gain an understanding of how to create music using various forms of notation developed through history.

Concepts

Essential Questions

- How do we identify specific pitches in the octave in which it is written?
- How do we organize pitch using notation?
- How do we organize rhythm using notation?
- What are the different ways to notate duration?
- What are the four properties of sound?
- What is meter?
- What is the grand staff?
- What is the treble and bass clef?
- What are the materials of music?

Understandings

- Students will understand that music notation is essential to understanding the pitch, volume, speed and rhythm of its performance.
- The very basics of notating music are the building blocks for understanding the overall structure and creation of music.

Critical Knowledge and Skills

Knowledge

Students will know:

- Treble and bass clef
- Properties of Sound
- Materials of Music
- Rhythmic Notation
- Pitch Notation

Skills

Students will be able to use their study of music notation to better understand music when performed outside of the class, such as band, choir, or local community performing groups.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Daily written assignments to practice reading and writing music notation.
- Quizzes and tests covering material discussed in class.
- Individual demonstration of reading music notation wither through clapping rhythms or playing notes on the keyboard.

School Summative Assessment Plan

Students should be able to demonstrate their knowledge of notation through written exercises, identifying pitches on the grand staff, and organizing rhythmic patterns within specific meters.

Primary Resources

- Smart board
- Piano Keyboards
- Handouts generated by the teacher.
- Online tools to assist in classroom assignments and home study.

Supplementary Resources

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's Chromebook

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

r impact on educational, career, personal and or social needs.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

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- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials

are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

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Interdisciplinary Connections

MATH - Students will gain an understanding of meter and the importance of counting and formulating time in music.

SCIENCE - Students will gain an understanding of acoustics, the science of sound.

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will combine their voices to create ensemble work for vocal performance.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History

Learning Plan / Pacing Guide

Week 1:

- Properties of Sound
- Materials of Music

Week 2:

- Introduce pitch

- Introduce the grand staff

Week 3:

- Practice identifying and notating pitches on the grand staff

Week 4:

- Introduce rhythm
- Practice identifying and performing rhythmic patterns

Weeks 5-6:

- Practice putting all elements of notation and rhythm together
- Practice writing and performing rhythmic and pitch notation

Music Theory - Unit 2 Key Signatures, Tonality, Scales, Modes

Content Area: **Fine Arts**
Course(s): **MUSIC THEORY**
Time Period: **Generic Time Period**
Length: **8 Weeks November-December**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
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Visual and Performing Arts Standards (2020)

MU.9-12.1.3B.12adv.Cn	Connecting
MU.9-12.1.3B.12adv.Cr	Creating
MU.9-12.1.3B.12adv.Pr	Performing
MU.9-12.1.3B.12adv.Re	Responding

Transfer Goals and Career Ready Practices

Transfer Goals

In this unit students will explore key signatures in music and their relevance to tonality, scales and modes.

Concepts

Essential Questions

- How do we identify the tonality of music?
- What are accidentals?
- What is the pattern of whole and half steps for each of the scales?
- What is the proper way to notate key signatures and accidentals?
- How do I distinguish between major and minor tonality?
- How do I identify each of the modes?

Understandings

Students will understand that key signatures indicate the tonality of a piece of music, scale, or mode. They create the character of music and give it color.

Critical Knowledge and Skills

Knowledge

Students will know:

- Major/minor tonality
- Accidentals
- Major/Minor Scales
- Key Signatures
- Modes

Skills

Students will be able to create and interpret...

- Key Signatures
- Placement of sharps and flats
- Accidentals
- Circle of Fifths
- Major and Minor Tonalities
- Relative and parallel keys
- Major Scale
- Minor scales (Natural, harmonic, and melodic)
- Chromatic Scale
- Pentatonic Scale
- Scale Degree
- Modes

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Daily written assignments to practice reading and writing music notation.
- Quizzes and tests covering material discussed in class.
- Individual demonstration of reading music notation wither through clapping rhythms or playing notes on the keyboard.

School Summative Assessment Plan

Students should be able to demonstrate their knowledge of notation through written exercises, identifying major and minor tonality, accidentals, major and minor scales, and modes.

Primary Resources

- Smart board
- Piano Keyboards
- Handouts generated by the teacher.
- Online tools to assist in classroom assignments and home study.

Supplementary Resources

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**

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SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will combine their voices to create ensemble work for vocal performance.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History

Learning Plan / Pacing Guide

Week 1:

- Accidentals
- Key Signatures
- Circle of Fifths

Week 2:

- Major Scales
- Minor Scales
- Relative/Parallel

Week 3:

- Natural Minor
- Melodic Minor
- Harmonic Minor

Week 4:

- Chromatic Scale
- Pentatonic Scale

Week 5:

- Modes

Weeks 6-8:

- Practice identifying and writing scales
- Practice identifying and writing key signatures
- Practice identifying and writing modes.

Music Theory - Unit 3 Intervals and Triads

Content Area: **Fine Arts**
Course(s): **MUSIC THEORY**
Time Period: **Generic Time Period**
Length: **8 Weeks January-February**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
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MU.9-12.1.3B.12adv.Pr	Performing
MU.9-12.1.3B.12adv.Re	Responding

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to use their knowledge of notation and tonality to create and interpret intervals and triads.

Concepts

Essential Questions

- How do I identify the numeric value of an interval?
- How do I identify the quality (or the tonality) of an interval?
- How do I identify an interval by ear?
- How do I create a triad?
- How do I identify the quality (tonality) of a triad?
- How do I identify the diatonic scale degrees by name and Roman Numeral?
- What is a seventh chord?
- How do I create and interpret a seventh chord?

Understandings

Students will understand the process of creating and interpreting intervals and triads, and their relationship to previous studies on tonality.

Critical Knowledge and Skills

Knowledge

Students will know:

- Intervals
- Triads
- Scale Degrees and their identifying Roman Numerals
- Seventh Chords

Skills

Students will be able to identify and create intervals and triads.

Students will be able to hear and distinguish one interval from another.

Students will be able to identify and interpret scale degree by name and Roman Numeral.

Students will be able to create and interpret seventh chords.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Daily written assignments to practice reading and writing music notation.
- Quizzes and tests covering material discussed in class.
- Individual demonstration of reading music notation wither through clapping rhythms or playing notes on the keyboard.

School Summative Assessment Plan

Students should be able to demonstrate their knowledge of notation through written exercises, identifying intervals, triads, scales degrees and their Roman Numerals, and seventh chords.

Primary Resources

- Smart board
- Piano Keyboards
- Handouts generated by the teacher.
- Online tools to assist in classroom assignments and home study.

Supplementary Resources

Technology Integration and Differentiated Instruction

Technology Integration

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Interdisciplinary Connections

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SOCIAL STUDIES -

WORLD LANGUAGES -

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APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History

Learning Plan / Pacing Guide

Week 1:

- Intervals
- Triads

Week 2-4

- Ear Training

Week 5:

- Scale Degrees
- Roman Numerals

Weeks 6-8:

- Practice identifying and writing intervals and triads.
- Practice identifying and writing scales with Roman Numerals.

Music Theory - Unit 4 Roman Numeral Analysis & Cadences

Content Area: **Fine Arts**
Course(s): **MUSIC THEORY**
Time Period: **Generic Time Period**
Length: **8 Weeks March-April**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
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MU.9-12.1.3B.12adv.Cr	Creating
MU.9-12.1.3B.12adv.Pr	Performing
MU.9-12.1.3B.12adv.Re	Responding

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independantly use their learning to create and interpret a Roman Numeral analysis of triads and chord progressions.

Students will be able to independantly use their learning to create and interpret different types of musical cadences.

Concepts

Essential Questions

- How are Roman Numerals used to identify triads?
- How do I identify a cadence?
- What are the different types of cadences?
- What does the Roman Numeral analysis look like for major and minor tonalities?

Understandings

Students will understand the relationship between a Roman numeral analysis and the major and minor triads created and studied in class.

Students will understand the relationship between certain chord progressions and various types of musical cadences.

Critical Knowledge and Skills

Knowledge

Students will know:

- Cadences
- Roman Numeral Analysis of triads in Major and minor tonalities.
- Scale Degrees and their identifying Roman Numerals
- Triads

Skills

Students will be able to create and interpret...

- Cadences created by certain chord progressions
- Roman Numeral triads in major and minor tonalities.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Daily written assignments to practice reading and writing music notation.
- Quizzes and tests covering material discussed in class.
- Individual demonstration of reading music notation wither through clapping rhythms or playing notes on the keyboard.

School Summative Assessment Plan

Students should be able to demonstrate their knowledge of notation through written exercises, identifying triads in major and minor tonalities, chord progressions and their Roman Numeral analysis.

Primary Resources

- Handouts generated by the teacher.
- Online tools to assist in classroom assignments and home study.
- Piano Keyboards
- Smart board

Supplementary Resources

Technology Integration and Differentiated Instruction

Technology Integration

- Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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Interdisciplinary Connections

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SCIENCE - Students will gain an understanding of acoustics, the science of sound.

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will combine their voices to create ensemble work for vocal performance.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History

Learning Plan / Pacing Guide

Week 1:

- Intervals
- Triads

Week 2:

- Roman Numeral Analysis of triads

Week 3:

- Chord Progressions

Weeks 4-8

- Practice identifying and writing intervals and triads.
- Practice identifying and writing scales with Roman Numerals.
- Practice identifying and writing Roman Numeral analysis of chords.
- Practice identifying and writing chord progressions and cadences.

Music Theory - Unit 5 Non-Harmonic Tones

Content Area: **Fine Arts**
Course(s): **MUSIC THEORY**
Time Period: **Generic Time Period**
Length: **8 Weeks May-June**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
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Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to create and interpret non-harmonic tones.

Concepts

Essential Questions

Students will be able to independantly use their learning to create and interpret non-harmonic tones.

Understandings

Students will understand how to create non-harmonic tones.

Students will understand the characteristics that distinguish one non-harmonic tone from another.

Critical Knowledge and Skills

Knowledge

Students will know:

- Passing Tones
- Neighboring Tones
- Appoggiaturas
- Escape Tones
- Suspensions
- Retardations

Skills

Students will be able to create and interpret...

- Passing tones
- Neighboring tones
- Appoggiaturas
- Escape tones
- Suspensions
- Retardations

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Daily written assignments to practice reading and writing music notation.
- Quizzes and tests covering material discussed in class.
- Individual demonstration of reading music notation wither through clapping rhythms or playing notes on the keyboard.

School Summative Assessment Plan

Students should be able to demonstrate their knowledge of notation through written exercises, identifying the various non-harmonic tones and how to use them in composition.

Primary Resources

- Smart board
- Piano Keyboards
- Handouts generated by the teacher.
- Online tools to assist in classroom assignments and home study.

Supplementary Resources

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

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WORLD LANGUAGES -

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APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History

Learning Plan / Pacing Guide

Week 1:

- Non Harmonic Tones (1 per day)

Week 2:

- Incorporating non-harmonic tones into written music.

Week 3-8

- Practice identifying and writing non-harmonic tones

- Incorporating all of the techniques learned in written music.