



# Music Theory I

## 9-12, Fine & Performing Arts

**Developed By:** Ms. Angelina Hamada & Mr. Vincent Vicchiariello

**Effective Date:** Fall 2022

### Scope and Sequence

Month	Unit	Activities
September	<ul style="list-style-type: none"> <li>Unit 1: Music Notation</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 1: Rhythm</li> <li>Chapter 2: Melodic Notation</li> </ul>
October	<ul style="list-style-type: none"> <li>Unit 1: Music Notation</li> <li>Unit 2: Scales and Modes</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 3: The Keyboard</li> <li>Chapter 4: Major Scales</li> </ul>
November	<ul style="list-style-type: none"> <li>Unit 2: Scales and Modes</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 5: Major Key Signatures</li> <li>Chapter 6: Intervals</li> </ul>
December	<ul style="list-style-type: none"> <li>Unit 2: Scales and Modes</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 7: Minor Key Signatures</li> <li>Chapter 8: Minor Scales</li> </ul>
January	<ul style="list-style-type: none"> <li>Unit 2: Scales and Modes</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 9: Other Scales and Modes</li> </ul>
February	<ul style="list-style-type: none"> <li>Unit 3: Diatonic Material</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 10: Triads</li> </ul>
March	<ul style="list-style-type: none"> <li>Unit 3: Diatonic Material</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 10: Triads</li> </ul>
April	<ul style="list-style-type: none"> <li>Unit 3: Diatonic Material</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 11: Harmony</li> </ul>
May	<ul style="list-style-type: none"> <li>Unit 3: Diatonic Material</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 11: Harmony</li> </ul>
June	<ul style="list-style-type: none"> <li>Unit 3: Diatonic Material</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 11: Harmony</li> </ul>

Unit 1	
Rudiments-Music Notation	
Summary and Rationale	
This unit is focused on establishing the fundamental and rudimentary elements of music including rhythm, the “language” (nomenclature/notation) of melodic foundation, and the keyboard as the basis for study.	
Recommended Pacing	
6 Weeks	
Standards	
<b>NJSLS: Visual and Performing Arts (link)</b>	
<b>CREATING:</b> Conceiving and developing new artistic ideas and work.	
<b>Anchor Standard: 1. Generating and conceptualizing ideas.</b>	
1.3B.12acc.Cr1	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
<b>Anchor Standard: 2. Organizing and developing ideas.</b>	
1.3B.12acc.Cr2a	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines.
1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
<b>Anchor Standard: 3. Refining and completing products.</b>	
1.3B.12acc.Cr3a	Identify, describe, and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
1.3B.12acc.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
<b>PERFORMING:</b> Selecting, analyzing, and interpreting work	
<b>Anchor Standard 4: Selecting, analyzing, and interpreting work.</b>	
1.3B.12acc.Pr4a	Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (e.g., as binary, ternary, rondo) or moderately complex forms.
1.3B.12acc.Pr4b	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.

1.3B.12acc.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creators' intent.
<b>RESPONDING: Perceiving and analyzing products.</b>	
<b>Anchor Standard 7: Perceiving and analyzing products</b>	
1.3B.12acc.Re7a	Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.
1.3B.12acc.Re7b	Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context. Explain how the analysis provides models for personal growth as a composer, performer, and/or listener
<b>Anchor Standard 8: Interpreting intent and meaning</b>	
1.3B.12acc.Re8	Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work
<b>Anchor Standard 9: Applying criteria to evaluate products.</b>	
1.3B.12acc.Re9a	Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.
1.3B.12acc.Re9b	Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.
<b>CONNECTING: Synthesizing and relating knowledge and personal experiences to create products.</b>	
<b>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</b>	
1.3B.12acc.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding</b>	
1.3C.12adv.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
<b>SEL: Social Emotional Learning Competencies (link)</b>	
SEL.PK-12.1: Self-Awareness	<ol style="list-style-type: none"> <li>1. Recognize one's feelings and thoughts</li> <li>2. Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>3. Recognize one's personal traits, strengths and limitations</li> <li>4. Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ol>
SEL.PK-12.2: Self-Management	<ol style="list-style-type: none"> <li>5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors</li> <li>6. Recognize the skills needed to establish and achieve personal and educational goals</li> </ol>

	7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3: Social-Awareness	8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4: Relationship Skills	12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure 15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5: Responsible Decision-Making	17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make constructive choices 19. Evaluate personal, ethical, safety and civic impact of decisions
<b>Integration of Technology</b>	
<b>Computer Science and Design Thinking - NJSL 2020</b>	
<b>Interaction of Technology and Humans</b>	
8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints
<b>Nature of Technology</b>	
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product
8.2.12.NT.2	Redesign an existing product to improve form or function
<b>Ethics &amp; Culture</b>	
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
<b>Instructional Focus</b>	

Enduring Understandings:	Essential Questions:
<b>Anchor Standard: 1.</b> Generating and conceptualizing ideas. (Creating)	
<ul style="list-style-type: none"> <li>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>How do musicians generate creative ideas?</li> <li>What is the difference between notes and pitch?</li> </ul>
<b>Anchor Standard 2:</b> Organizing and developing ideas. (Creating)	
<ul style="list-style-type: none"> <li>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> </ul>	<ul style="list-style-type: none"> <li>How do musicians make creative decisions?</li> </ul>
<b>Anchor Standard: 3.</b> Refining and completing products. (Creating)	
<ul style="list-style-type: none"> <li>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul>	<ul style="list-style-type: none"> <li>How do musicians improve the quality of their creative work?</li> </ul>
<b>Anchor Standard: 4.</b> Selecting, analyzing and interpreting work. (Performing)	
<ul style="list-style-type: none"> <li>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> </ul>	<p>What criteria, methods, and processes are used to select work for performance?</p>
<b>Anchor Standard: 7.</b> Perceiving and analyzing products. (Respond)	
<ul style="list-style-type: none"> <li>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</li> </ul>	<ul style="list-style-type: none"> <li>How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</li> </ul>
<b>Anchor Standard: 9.</b> Applying criteria to evaluate products. (Respond)	
<ul style="list-style-type: none"> <li>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</li> </ul>	<ul style="list-style-type: none"> <li>How do we judge the quality of musical work(s) and performance(s)?</li> </ul>
<b>Anchor Standard: 10.</b> Synthesizing and relating knowledge and personal experiences to create products. (Connect)	
<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<p>How does engaging in creating music enrich people's lives?  How does making music attune people to their surroundings?  How do people contribute to awareness and understanding of their lives and the lives of their communities through music?</p>
<b>Anchor Standard: 11.</b> Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)	

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of music.  
Artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others.

How does music help us understand the lives of people of different times, places, and cultures?  
How is music used to impact the views of a society?

**Evidence of Learning (Assessments)**

- Classroom Observations, Questioning, and Discussions
  - In class feedback of student performance
- Teacher Observation
- Pre-assessment
- Student Reflections
- Material and technique practice
- Performance Evaluations
- Pre and post assessments
- Thinking Routines (link)

**Objectives (SLO)**

Students will know:

Students will be able to:

### Creating

- Music is a language.
- The language of music includes specific vocabulary and symbols.
  - Note identification
  - Rhythm interpretation
  - Staff
- Compositions are grounded in prior knowledge and consist of musical elements that include rhythm, melody, harmony, form.
- Creativity is enhanced by the development of technical knowledge and personal experience
- Manipulating the elements of music creates expression.
- Composing and improvising facilitate connection with the vocabulary, symbols, patterns, and elements of music.

### Performing

- Performing music is the oldest form of expression and communication
- All performances provide opportunity for growth.
- Increased knowledge of vocabulary, elements, and structure of music can produce higher-level performance.

### Responding

- Music affects and is affected by the culture and world around us.
- Music is related to all other disciplines.
- Knowledge of the context of a composition, composer, culture fosters increased understanding and appreciation of music.

### Creating

- Compose and improvise melodic phrases from aural and written prompts.
- Identify and compose rhythms and melodies.
- Refine and share draft compositions and arrangements based on teacher/student developed criteria.
- Identify and define:
  - Staff/Grand staff, clefs, ledger lines
  - Notes on staff in multiple clefs and keyboard
  - Time signatures and meters
  - Octaves, flag/stem (and direction)

### Performing

- Demonstrate increased proficiency in reading standard music notation
- Improve simple melodies over given harmonic structures.
- Demonstrate increased musical fluency through sight-reading notation and ear-training.
- Match pitch through singing and playing and self adjust to correct pitch.
- Describe, compare, and contrast elements of music: unity, variety, tension, release, and balance.
- Demonstrate competency in the following elements:
  - *Notation*
    - Identify, decipher, and write note names on the staff and essential music theory, terms, symbols, and vocabulary: *clef, time signatures, tie, ledger lines, measures, bar lines, double bar, repeat, sharp,*

## Suggested Resources/Technology Tools

- Teacher Websites
- Schoology
- District/School Website
- District Email
- Chromebooks
- Projector
- Keyboards
- Text: *Approach to Music Fundamentals* by William Duckworth

## Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to performing arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to performing arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping.

Examples specific to performing arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

### **Career Readiness, Life Literacies, and Key Skills Practices (June 2020)**

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.

- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

## Unit 2

### Scales & Modes

#### Summary and Rationale

This unit is focused on establishing the fundamental rudiments and ear training related to intervals, major/minor scales and key signatures, and an introduction to modes.

#### Recommended Pacing

12 weeks

#### Standards

##### **NJSLS: Visual and Performing Arts (link)**

**CREATING:** Conceiving and developing new artistic ideas and work.

##### **Anchor Standard: 1. Generating and conceptualizing ideas.**

1.3B.12acc.Cr1	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
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##### **Anchor Standard: 2. Organizing and developing ideas.**

1.3B.12acc.Cr2a	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines.
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1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
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##### **Anchor Standard: 3. Refining and completing products.**

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

##### **Anchor Standard 4: Selecting, analyzing, and interpreting work.**

1.3B.12acc.Pr4a	Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (e.g., as binary, ternary, rondo) or moderately complex forms.
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1.3B.12acc.Pr4b	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.
1.3B.12acc.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creators' intent.
<b>Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products.</b>	
1.3B.12acc.Pr5a	Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.
1.3B.12acc.Pr5b	Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works.
1.3B.12acc.Pr5c	Identify and implement strategies for improving the technical and expressive aspects of varied works.
<b>Anchor Standard: 6. Conveying meaning through art.</b>	
1.3B.12acc.Pr6a	Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.
1.3B.12acc.Pr6b	Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.
<b>RESPONDING: Perceiving and analyzing products.</b>	
<b>Anchor Standard 7: Perceiving and analyzing products</b>	
1.3B.12acc.Re7a	Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.
1.3B.12acc.Re7b	Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context. Explain how the analysis provides models for personal growth as a composer, performer, and/or listener
<b>Anchor Standard 8: Interpreting intent and meaning</b>	
1.3B.12acc.Re8	Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work
<b>Anchor Standard 9: Applying criteria to evaluate products.</b>	
1.3B.12acc.Re9a	Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.
1.3B.12acc.Re9b	Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.
<b>CONNECTING: Synthesizing and relating knowledge and personal experiences to create products.</b>	
<b>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</b>	

1.3B.12acc.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding</b>	
1.3C.12adv.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
<b>SEL: Social Emotional Learning Competencies (link)</b>	
SEL.PK-12.1: Self-Awareness	<ol style="list-style-type: none"> <li>1. Recognize one's feelings and thoughts</li> <li>2. Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>3. Recognize one's personal traits, strengths and limitations</li> <li>4. Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ol>
SEL.PK-12.2: Self-Management	<ol style="list-style-type: none"> <li>5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors</li> <li>6. Recognize the skills needed to establish and achieve personal and educational goals</li> <li>7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li> </ol>
SEL.PK-12.3: Social-Awareness	<ol style="list-style-type: none"> <li>8. Recognize and identify the thoughts, feelings and perspectives of others</li> <li>9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds</li> <li>10. Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>11. Demonstrate an awareness of the expectations for social interactions in a variety of settings</li> </ol>
SEL.PK-12.4: Relationship Skills	<ol style="list-style-type: none"> <li>12. Establish and maintain healthy relationships</li> <li>13. Utilize positive communication and social skills to interact effectively with others</li> <li>14. Identify ways to resist inappropriate social pressure</li> <li>15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> <li>16. Identify who, when, where, or how to seek help for oneself or others when needed</li> </ol>
SEL.PK-12.5: Responsible Decision-Making	<ol style="list-style-type: none"> <li>17. Develop, implement and model effective problem solving and critical thinking skills</li> <li>18. Identify the consequences associated with one's actions in order to make constructive choices</li> <li>19. Evaluate personal, ethical, safety and civic impact of decisions</li> </ol>
<b>Integration of Technology</b>	
<b>Computer Science and Design Thinking - NJSL 2020</b>	
<b>Interaction of Technology and Humans</b>	
8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints
<b>Nature of Technology</b>	

8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product
8.2.12.NT.2	Redesign an existing product to improve form or function
<b>Ethics &amp; Culture</b>	
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<b>Anchor Standard: 1.</b> Generating and conceptualizing ideas. (Creating)	
<ul style="list-style-type: none"> <li>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>How do musicians generate creative ideas?</li> <li>What is the difference between notes and pitch?</li> </ul>
<b>Anchor Standard 2:</b> Organizing and developing ideas. (Creating)	
<ul style="list-style-type: none"> <li>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> </ul>	<ul style="list-style-type: none"> <li>How do musicians make creative decisions?</li> </ul>
<b>Anchor Standard: 3.</b> Refining and completing products. (Creating)	
<ul style="list-style-type: none"> <li>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul>	<ul style="list-style-type: none"> <li>How do musicians improve the quality of their creative work?</li> </ul>
<b>Anchor Standard: 4.</b> Selecting, analyzing and interpreting work. (Performing)	
<ul style="list-style-type: none"> <li>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>What criteria, methods, and processes are used to select work for performance?</li> </ul>
<b>Anchor Standard: 5.</b> Developing and refining techniques and models or steps needed to create products. (Performing)	
<ul style="list-style-type: none"> <li>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>Musicians demonstrate specific ways to hold their instrument and bow.</li> </ul>	<ul style="list-style-type: none"> <li>How do musicians improve the quality of their performance?</li> <li>What does it mean to practice? How does one practice?</li> </ul>
<b>Anchor Standard: 6.</b> Conveying meaning through art. (Performing)	

<ul style="list-style-type: none"> <li>• Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.</li> </ul>	<ul style="list-style-type: none"> <li>• When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> <li>• How does a musician prepare for performance?</li> <li>• When is a piece performance-ready?</li> </ul>
<b>Anchor Standard: 7. Perceiving and analyzing products. (Respond)</b>	
<ul style="list-style-type: none"> <li>• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</li> </ul>	<ul style="list-style-type: none"> <li>• How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</li> </ul>
<b>Anchor Standard: 8. Interpreting intent and meaning. (Respond)</b>	
<ul style="list-style-type: none"> <li>• Interpreting intent and meaning through their use of elements and structures of music, creators and performers.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we discern the musical creators' and performers' expressive intent?</li> </ul>
<b>Anchor Standard: 9. Applying criteria to evaluate products. (Respond)</b>	
<ul style="list-style-type: none"> <li>• The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we judge the quality of musical work(s) and performance(s)?</li> </ul>
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<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<p>How does engaging in creating music enrich people's lives?  How does making music attune people to their surroundings?  How do people contribute to awareness and understanding of their lives and the lives of their communities through music?</p>
<b>Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)</b>	
<p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of music.  Artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others.</p>	<p>How does music help us understand the lives of people of different times, places, and cultures?  How is music used to impact the views of a society?</p>
<b>Evidence of Learning (Assessments)</b>	
<ul style="list-style-type: none"> <li>• Classroom Observations, Questioning, and Discussions <ul style="list-style-type: none"> <li>○ In class feedback of student performance</li> </ul> </li> <li>• Teacher Observation</li> <li>• Pre-assessment</li> <li>• Student Reflections</li> </ul>	

- Material and technique practice
- Performance Evaluations
- Pre and post assessments
- Thinking Routines (link)

**Objectives (SLO)**

Students will know:

Students will be able to:

### Creating

- Music is a language.
- The language of music includes specific vocabulary and symbols.
  - Note identification
  - Rhythm interpretation
  - Staff
- Compositions are grounded in prior knowledge and consist of musical elements that include rhythm, melody, harmony, form.
- Creativity is enhanced by the development of technical knowledge and personal experience
- Manipulating the elements of music creates expression.
- Composing and improvising facilitate connection with the vocabulary, symbols, patterns, and elements of music.

### Performing

- Performing music is the oldest form of expression and communication
- All performances provide opportunity for growth.
- Increased knowledge of vocabulary, elements, and structure of music can produce higher-level performance.

### Responding

- Music affects and is affected by the culture and world around us.
- Music is related to all other disciplines.
- Knowledge of the context of a composition, composer, culture fosters increased understanding and appreciation of music.

### Connecting

- Exposure to a range of music is key to how we listen, respond, and perform music.

### Creating

- Compose and improvise melodic phrases from aural and written prompts.
- Identify and compose rhythms and melodies.
- Refine and share draft compositions and arrangements based on teacher/student developed criteria.
- Identify and construct:
  - *All intervals within the octave at sight and by ear*
  - *All major keys signatures and scales*
  - *All forms of minor scales and key signatures*

### Performing

- Demonstrate increased proficiency in reading standard music notation
- Improve simple melodies over given harmonic structures.
- Demonstrate increased musical fluency through sight-reading notation and ear-training.
- Match pitch through singing and playing and self adjust to correct pitch.
- Describe, compare, and contrast elements of music: unity, variety, tension, release, and balance.
- Demonstrate competency in the following elements:
  - *Notation*
    - Identify, decipher, and write all major and minor key signatures and scales.
    - Identify, describe, and construct the circle of fifths.
    - Identify, describe, and construct *pentatonic, whole tone* scales
  - *Ear Training*
    - Identify, write, sing and/or play all intervals within the octave.

### Responding

- Articulate the reason for selecting music based on musical characteristics and cultural context.
- Describe, compare, and contrast musical elements and genres.
- Identify and support interpretation using evidence based on elements of music.
- Describe the manipulation of elements of music within context.

- Describe, compare, and contrast musical compositions relative to the characteristics of the genre.

**Connecting**

- Describe, compare, and contrast musical compositions by genre using content specific vocabulary.
- Respond to music based on personal, cultural, and historical context.
- Articulate and discuss the quality of musical performance using criteria for evaluation.
- Assess performance using the elements of music based on criteria.
- Compare and contrast diverse compositions.
- Compare and contrast relationships between music and other forms of art.

## Suggested Resources/Technology Tools

- Teacher Websites
- Schoology
- District/School Website
- District Email
- Chromebooks
- Projector
- Keyboards
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## Modifications

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- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

## Unit 3

### Diatonic Materials

#### Summary and Rationale

This unit focuses on the construction of chords and chord functions. Students will explore chord structure, inversions as well as using them in various ways.

#### Recommended Pacing

36 Weeks

#### Standards

##### **NJSLS: Visual and Performing Arts (link)**

**CREATING:** Conceiving and developing new artistic ideas and work.

##### **Anchor Standard: 1. Generating and conceptualizing ideas.**

1.3B.12acc.Cr1	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
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##### **Anchor Standard: 2. Organizing and developing ideas.**

1.3B.12acc.Cr2a	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines.
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1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
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##### **Anchor Standard: 3. Refining and completing products.**

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

##### **Anchor Standard 4: Selecting, analyzing, and interpreting work.**

1.3B.12acc.Pr4a	Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (e.g., as binary, ternary, rondo) or moderately complex forms.
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1.3B.12acc.Pr4b	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.
1.3B.12acc.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creators' intent.
<b>Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products.</b>	
1.3B.12acc.Pr5a	Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.
1.3B.12acc.Pr5b	Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works.
1.3B.12acc.Pr5c	Identify and implement strategies for improving the technical and expressive aspects of varied works.
<b>Anchor Standard: 6. Conveying meaning through art.</b>	
1.3B.12acc.Pr6a	Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.
1.3B.12acc.Pr6b	Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.
<b>RESPONDING: Perceiving and analyzing products.</b>	
<b>Anchor Standard 7: Perceiving and analyzing products</b>	
1.3B.12acc.Re7a	Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.
1.3B.12acc.Re7b	Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context. Explain how the analysis provides models for personal growth as a composer, performer, and/or listener
<b>Anchor Standard 8: Interpreting intent and meaning</b>	
1.3B.12acc.Re8	Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work
<b>Anchor Standard 9: Applying criteria to evaluate products.</b>	
1.3B.12acc.Re9a	Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.
1.3B.12acc.Re9b	Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.
<b>CONNECTING: Synthesizing and relating knowledge and personal experiences to create products.</b>	
<b>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</b>	

1.3B.12acc.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>
<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding</b>	
1.3C.12adv.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a</i>
<b>SEL: Social Emotional Learning Competencies (link)</b>	
SEL.PK-12.1: Self-Awareness	<ol style="list-style-type: none"> <li>1. Recognize one’s feelings and thoughts</li> <li>2. Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>3. Recognize one’s personal traits, strengths and limitations</li> <li>4. Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ol>
SEL.PK-12.2: Self-Management	<ol style="list-style-type: none"> <li>5. Understand and practice strategies for managing one’s own emotions, thoughts and behaviors</li> <li>6. Recognize the skills needed to establish and achieve personal and educational goals</li> <li>7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ol>
SEL.PK-12.3: Social-Awareness	<ol style="list-style-type: none"> <li>8. Recognize and identify the thoughts, feelings and perspectives of others</li> <li>9. Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds</li> <li>10. Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>11. Demonstrate an awareness of the expectations for social interactions in a variety of settings</li> </ol>
SEL.PK-12.4: Relationship Skills	<ol style="list-style-type: none"> <li>12. Establish and maintain healthy relationships</li> <li>13. Utilize positive communication and social skills to interact effectively with others</li> <li>14. Identify ways to resist inappropriate social pressure</li> <li>15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> <li>16. Identify who, when, where, or how to seek help for oneself or others when needed</li> </ol>
SEL.PK-12.5: Responsible Decision-Making	<ol style="list-style-type: none"> <li>17. Develop, implement and model effective problem solving and critical thinking skills</li> <li>18. Identify the consequences associated with one’s actions in order to make constructive choices</li> <li>19. Evaluate personal, ethical, safety and civic impact of decisions</li> </ol>
<b>Integration of Technology</b>	
<b>Computer Science and Design Thinking - NJSL 2020</b>	
<b>Interaction of Technology and Humans</b>	

8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints
<b>Nature of Technology</b>	
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product
8.2.12.NT.2	Redesign an existing product to improve form or function
<b>Ethics &amp; Culture</b>	
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<b>Anchor Standard: 1.</b> Generating and conceptualizing ideas. (Creating)	
<ul style="list-style-type: none"> <li>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>How do musicians generate creative ideas?</li> <li>What is the difference between notes and pitch?</li> </ul>
<b>Anchor Standard 2:</b> Organizing and developing ideas. (Creating)	
<ul style="list-style-type: none"> <li>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> </ul>	<ul style="list-style-type: none"> <li>How do musicians make creative decisions?</li> </ul>
<b>Anchor Standard: 3.</b> Refining and completing products. (Creating)	
<ul style="list-style-type: none"> <li>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul>	<ul style="list-style-type: none"> <li>How do musicians improve the quality of their creative work?</li> </ul>
<b>Anchor Standard: 4.</b> Selecting, analyzing and interpreting work. (Performing)	
<ul style="list-style-type: none"> <li>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> </ul>	What criteria, methods, and processes are used to select work for performance?
<b>Anchor Standard: 5.</b> Developing and refining techniques and models or steps needed to create products. (Performing)	
<ul style="list-style-type: none"> <li>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul>	<ul style="list-style-type: none"> <li>How do musicians improve the quality of their performance?</li> <li>What does it mean to practice? How does one practice?</li> </ul>

<ul style="list-style-type: none"> <li>• Musicians demonstrate specific ways to hold their instrument and bow.</li> </ul>	
<b>Anchor Standard: 6.</b> Conveying meaning through art. (Performing)	
<ul style="list-style-type: none"> <li>• Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.</li> </ul>	<ul style="list-style-type: none"> <li>• When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> <li>• How does a musician prepare for performance?</li> <li>• When is a piece performance-ready?</li> </ul>
<b>Anchor Standard: 7.</b> Perceiving and analyzing products. (Respond)	
<ul style="list-style-type: none"> <li>• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</li> </ul>	<ul style="list-style-type: none"> <li>• How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</li> </ul>
<b>Anchor Standard: 8.</b> Interpreting intent and meaning. (Respond)	
<ul style="list-style-type: none"> <li>• Interpreting intent and meaning through their use of elements and structures of music, creators and performers.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we discern the musical creators' and performers' expressive intent?</li> </ul>
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- Practicing and THE WAY a performer practices has a direct and predictable effect on the quality of performance.
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- Compose and improvise melodic phrases from aural and written prompts.
- Identify and compose rhythms and melodies.
- Refine and share draft compositions and arrangements based on teacher/student developed criteria.
- Identify and construct:
  - *All diatonic triads including major/minor chords and inversions.*
  - *Dominant 7th chords*
  - *Cadences*

### Performing

- Demonstrate increased proficiency in reading standard music notation
- Articulate and demonstrate aspects of proper instrumental/vocal technique.
- Improve simple melodies over given harmonic structures.
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- Demonstrate competency in the following elements:
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    - Identify, describe, and construct dominant 7th chords.
    - Identify, describe, and construct chord functions and cadences.
  - *Ear Training*
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