Music Theory II
10-12, Fine & Performing Arts

Developed By: Ms. Angelina Hamada & Mr. Vincent Vicchiariello
Effective Date: Fall 2022
Scope and Sequence

Month	Unit	Activities
September	• Unit 1: Music Theory I Review	• Chapter 1: Fundamentals I • Chapter 2: Fundamentals II
October	• Unit 1: Music Theory I Review	• Chapter 3 : Fundamentals III
November	• Unit 2: Voice Leading	• Chapter 4: Harmony and Voice Leading I
December	• Unit 2: Voice Leading	• Chapter 5: Harmony and Voice Leading II
January	• Unit 2: Voice Leading	• Chapter 6: Harmony and Voice Leading III
February	• Unit 2: Voice Leading	• Chapter 6: Harmony and Voice Leading III
March	• Unit 2: Voice Leading	• Chapter 7: Harmony and Voice Leading IV
April	• Unit 2: Voice Leading	• Chapter 7: Harmony and Voice Leading IV
May	• Unit 3: Diatonic Material	• Chapter 8: Modes and Form
June	• Unit 3: Diatonic Material	• Chapter 8: Modes and Form

Unit 1
Theory I Review
Summary and Rationale
This unit focuses on expanding on fundamentals of music including pitch, major scales and key signatures, minor scales and key signatures, rhythm, meter, expressive elements, intervals, melodic features (contour, register, range), texture (monophony, homophony, heterophony), rhythmic devices (syncopation, cross-rhythm), triads, seventh chords and inversions.
Recommended Pacing
8 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.

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.
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).

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.
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.

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.

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.

Anchor Standard: 6. Conveying meaning through art.	
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.

RESPONDING: Perceiving and analyzing products.	
Anchor Standard 7: Perceiving and analyzing products	
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
Anchor Standard 8: Interpreting intent and meaning	
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
Anchor Standard 9: Applying criteria to evaluate products.	
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.

CONNECTING: Synthesizing and relating knowledge and personal experiences to create products.	
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.3B.12acc.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding	
1.3C.12adv.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1: Self-Awareness	1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2: Self-Management	5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 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

Integration of Technology

Computer Science and Design Thinking - NJSLS 2020

Interaction of Technology and Humans

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

Nature of Technology

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

Ethics & Culture

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.

Instructional Focus

Enduring Understandings:	Essential Questions:
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)	
• The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	• How do musicians generate creative ideas? • What is the difference between notes and pitch?
Anchor Standard 2: Organizing and developing ideas. (Creating)	
• Musicians' creative choices are influenced by their expertise, context, and expressive intent.	• How do musicians make creative decisions?
Anchor Standard: 3. Refining and completing products. (Creating)	
• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	• How do musicians improve the quality of their creative work?
Anchor Standard: 4. Selecting, analyzing and interpreting work. (Performing)	
• 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.	What criteria, methods, and processes are used to select work for performance?
Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Performing)	
• 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. • Musicians demonstrate specific ways to hold their instrument and bow.	• How do musicians improve the quality of their performance? • What does it mean to practice? How does one practice?
Anchor Standard: 6. Conveying meaning through art. (Performing)	
• 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.	• When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? • How does a musician prepare for performance? • When is a piece performance-ready?
Anchor Standard: 7. Perceiving and analyzing products. (Respond)	

• 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.	• How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Anchor Standard: 8. Interpreting intent and meaning. (Respond)

• Interpreting intent and meaning through their use of elements and structures of music, creators and performers.	• How do we discern the musical creators' and performers' expressive intent?

Anchor Standard: 9. Applying criteria to evaluate products. (Respond)

• The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	• How do we judge the quality of musical work(s) and performance(s)?

Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	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?

Anchor Standard: 11. 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.
 	
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 define:
	   ○ All notes/pitches on the keyboard and grand staff.
	   ○ All major scales/key signatures
	   ○ All rhythmic values, meters, and time signatures
	   ○ Expressive elements
	
	Performing
	● Demonstrate increased proficiency in reading standard music notation
	● Articulate and demonstrate aspects of proper instrumental technique.
	● Demonstrate expressive qualities of music including changes in dynamics and tempo.
	● 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:
	   ○ *Articulation*
	      ■ Identify, discuss, and demonstrate methods of articulation based on appropriate stylistic consideration (legato, accent, capped accent, stick height and grip).
	      ■ Describe and demonstrate correct methods of tonguing for articulation style.
	   ○ *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, flat, natural, fermata, pick-up note, dynamic markings, tempo, measure, key signatures
- ■ Identify and describe the relationship between all note and rest values.
  - ○ *Rhythm*
    - ■ Identify and demonstrate knowledge and relationships between whole, half, quarter, eighth, sixteenth notes and rests.
    - ■ Perform developmentally appropriate rhythms while maintaining a steady beat.
  - ○ *Ear Training*
    - ■ Decipher major scales
    - ■ Write and/or perform rhythmic values by ear.

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
- Text: *The Elements of Music: Concepts and Applications* by Ralph Turek

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
Voice Leading
Summary and Rationale
This unit introduces students to soprano-bass counterpoint, 4-part voice leading, chord spelling, doubling, voicings, harmonic progression, cadences, chord progressions, embellishments, motives, melodic devices, secondary functions-tonicization, part writing in secondary dominant and leading-tone chords.
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.

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.
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).

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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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.

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.
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Anchor Standard: 6. Conveying meaning through art.

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.
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RESPONDING: Perceiving and analyzing products.

Anchor Standard 7: Perceiving and analyzing products

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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

Anchor Standard 8: Interpreting intent and meaning

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

Anchor Standard 9: Applying criteria to evaluate products.

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.

CONNECTING: Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.3B.12acc.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding

1.3C.12adv.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1: Self-Awareness	1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2: Self-Management	5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
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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

Integration of Technology

Computer Science and Design Thinking - NJSLS 2020

Interaction of Technology and Humans

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

Nature of Technology

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

Ethics & Culture

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.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)	
• The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	• How do musicians generate creative ideas? • What is the difference between notes and pitch?
Anchor Standard 2: Organizing and developing ideas. (Creating)	
• Musicians' creative choices are influenced by their expertise, context, and expressive intent.	• How do musicians make creative decisions?
Anchor Standard: 3. Refining and completing products. (Creating)	
• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	• How do musicians improve the quality of their creative work?
Anchor Standard: 4. Selecting, analyzing and interpreting work. (Performing)	
• 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.	What criteria, methods, and processes are used to select work for performance?
Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Performing)	
• 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. • Musicians demonstrate specific ways to hold their instrument and bow.	• How do musicians improve the quality of their performance? • What does it mean to practice? How does one practice?
Anchor Standard: 6. Conveying meaning through art. (Performing)	
• 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.	• When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? • How does a musician prepare for performance? • When is a piece performance-ready?
Anchor Standard: 7. Perceiving and analyzing products. (Respond)	

• 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.	• How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Anchor Standard: 8. Interpreting intent and meaning. (Respond)

• Interpreting intent and meaning through their use of elements and structures of music, creators and performers.	• How do we discern the musical creators' and performers' expressive intent?

Anchor Standard: 9. Applying criteria to evaluate products. (Respond)

• The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	• How do we judge the quality of musical work(s) and performance(s)?

Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	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?

Anchor Standard: 11. 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.
 	
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.
	● Compose
	    ○ Melodic examples employing 4 part voice leading and cadences.
	
	Performing
	● Demonstrate increased proficiency in reading standard music notation
	● 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*
	        ■ Compose melodic examples using and adhering to rules of 4 part writing.
	        ■ Employ chord progressions using figured bass
	        ■ Analyze examples of four part using figured bass symbols.
	        ■ Identify, analyze, and compose examples of cadential sequences using pre-Dominant functions
	        ■ Employ embellishments, motives, and other melodic devices
	        ■ Identify, analyze, and compose examples of secondary functions and leading tone chords.
	    ○ *Ear Training*
	        ■ Identify, write, sing and/or play all melodic examples.
	
	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.

<u>Connecting</u>
- 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

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- ❏ 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 3
Modes and Form
Summary and Rationale
This unit continues to build upon the fundamental use of modes and expands the use of musical form with a heavy focus on analysis and composition.
Recommended Pacing
8 Weeks
Standards

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.

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.
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).

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.
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.

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.

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.

Anchor Standard: 6. Conveying meaning through art.

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.

RESPONDING: Perceiving and analyzing products.

Anchor Standard 7: Perceiving and analyzing products

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

Anchor Standard 8: Interpreting intent and meaning

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

Anchor Standard 9: Applying criteria to evaluate products.

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.

CONNECTING: Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.3B.12acc.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding

1.3C.12adv.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1: Self-Awareness	1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2: Self-Management	5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 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

Integration of Technology

Computer Science and Design Thinking - NJSLS 2020

Interaction of Technology and Humans

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

Nature of Technology	

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

Ethics & Culture

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.

Instructional Focus

Enduring Understandings:	Essential Questions:

Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)

• The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	• How do musicians generate creative ideas? • What is the difference between notes and pitch?

Anchor Standard 2: Organizing and developing ideas. (Creating)

• Musicians' creative choices are influenced by their expertise, context, and expressive intent.	• How do musicians make creative decisions?

Anchor Standard: 3. Refining and completing products. (Creating)

• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	• How do musicians improve the quality of their creative work?

Anchor Standard: 4. Selecting, analyzing and interpreting work. (Performing)

• 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.	What criteria, methods, and processes are used to select work for performance?

Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Performing)

• 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. • Musicians demonstrate specific ways to hold their instrument and bow.	• How do musicians improve the quality of their performance? • What does it mean to practice? How does one practice?

Anchor Standard: 6. Conveying meaning through art. (Performing)

• 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.	• When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? • How does a musician prepare for performance? • When is a piece performance-ready?

Anchor Standard: 7. Perceiving and analyzing products. (Respond)

• 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.	• How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Anchor Standard: 8. Interpreting intent and meaning. (Respond)

• Interpreting intent and meaning through their use of elements and structures of music, creators and performers.	• How do we discern the musical creators' and performers' expressive intent?

Anchor Standard: 9. Applying criteria to evaluate products. (Respond)

• The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	• How do we judge the quality of musical work(s) and performance(s)?

Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	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?

Anchor Standard: 11. 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:

<u>Creating</u>
● 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.
 	
<u>Performing</u>
● 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.
 	
<u>Responding</u>
● 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.
 	
<u>Connecting</u>
● Exposure to a range of music is key to how we listen, respond, and perform music.
	<u>Creating</u>
	● 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:
	   ○ All modes
	   ○ Different types of forms including (binary, ternary, rondo, etc.)
	
	<u>Performing</u>
	● Demonstrate increased proficiency in reading standard music notation
	● 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:
	   ○ *Modes*
	      ■ Identify and write each of the different modes.
	      ■ Create a composition incorporating modal tonality.
	   ○ *Form*
	      ■ Apply analysis and composition in the identification and use of musical forms: binary, ternary, rondo, sonata, etc.
	   ○ *Ear Training*
	      ■ Identify, write, and sing modes.
	      ■ Identify and write various forms.
	
	<u>Responding</u>
	● Articulate the reason for selecting music based on musical characteristics and cultural context.
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