| Course Title: | Content Area: | Grade Level: | Credit (if applicable) |
|---|---|---|---|
| **Music Theory 1 - ECE** | **Music** | **9-12** | **.5** |

## Course Description:

This course provides a basic understanding of the elements of music including: clefs, scales, intervals, melody, rhythm, and chords. Ear training, notation, and music literacy are integral components of the class.

| Aligned Core Resources: | Connection to the **BPS Vision of the Graduate** |
|---|---|
| ***The Musicians Guide to Theory and Analysis***, **Third Edition**<br>**Clendinning, Jane and Elizabeth Marvin**<br>**Ney York**<br>**W.W. Norton 2016**<br><br>**Workbook for *The Musicians Guide*** | **Demonstrate Academic Knowledge and Skills**<br>CONTENT MASTERY<br>Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum<br>CRITICAL THINKING AND PROBLEM SOLVING<br>Collect, assess and analyze relevant information<br>Transfer knowledge to other situations<br><br>**Effectively communicate in a global society**<br>COMMUNICATIONS AND TECHNOLOGY LITERACY<br>Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create<br>INFORMATION LITERACY<br>Access information on efficiently (time) and effectively (sources)<br>Evaluate information critically and competently<br>Use information accurately and creatively for the issue or problem at hand<br><br>**Successfully employ skills for self-sufficiency**<br>GOAL DIRECTED<br>Set goals with tangible and intangible success criteria<br>Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals |

| Additional Course Information:<br>*Knowledge/Skill Dependent courses/prerequisites* | Link to Completed **Equity Audit** |
|---|---|
| *This is a UCONN ECE Course that is certified by the university. This course can acquire college credits.*<br>📄 *MUSI 1011 - Fundamentals 1 - Syllabus.pdf* | Music Theory 1 - Equity Curriculum Review |

## Standard Matrix

| District Learning Expectations and Standards | Beat, meter, rhythm | Pitch and Pitch Class | Scales & Key Signature, Solfege | Intervals | Triads | Grand Staff Triads | Seventh Chords |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Creating** | | | | | | | |
| MU:Cr1.1 Generate and conceptualize artistic ideas and work. | | | | | | | |
| MU:Cr2.1 Organize and develop artistic ideas and work. | X | X | X | | | | |
| MU:Cr3.1 Refine and complete artistic work. | | | | | | X | X |
| **Performing** | | | | | | | |
| MU:Pr4.1 Select, analyze and interpret artistic work for presentation. | | | | | | | |
| MU:Pr5.1 Develop and refine artistic techniques and work for presentation. | | | | | | | |
| MU:Pr6.1 Convey meaning through the presentation of artistic work. | | | | | | | |
| **Responding** | | | | | | | |
| MU:Re7.1 Perceive and analyze artistic work. | X | X | X | X | X | X | X |
| MU:Re8.1 Interpret intent and meaning in artistic work. | | | X | | | | |
| MU:Re9.1 Apply criteria to evaluate artistic work. | X | X | X | X | X | X | X |
| **Connecting** | | | | | | | |
| MU:Cn10.1 Synthesize and | | | | | | | |

| relate knowledge and personal experiences to make art. | | | | | | | |
|---|---|---|---|---|---|---|---|
| MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. | | | | | | | |

## Unit Links

| Unit Title: |
|---|

# 1a. Beat, meter, rhythm

### Relevant Standards:  Bold indicates priority

**MU:Cr2.1.C.Ia** - Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

**MU:Re7.2.C.Ia** - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

**MU:Re9.1.C.Ia** - Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

| Essential Question(s): | Enduring Understanding(s): |
|---|---|
| **Cr2.1** How do musicians make creative decisions? | **Cr2.1:** Musicians' creative choices are influenced by |

| | |
|---|---|
| **Re7.2** How does understanding the structure and context of music inform a response?<br><br>**Re9.1** How do we judge the quality of musical work(s)? | their expertise, context, and expressive intent.<br>**Re7.2:** Response to music is informed by analyzing context (social, cultural, and historial) and how creators and performers manipulate the elements of music.<br>**Re9.1** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. |
| **Demonstration of Learning:** | **Pacing for Unit** |
| Identification, decoding, and writing of musical rhythms.<br>Unit Quiz | 5 classes |
| **Family Overview (link below)** | **Integration of Technology:** |
| In this unit (Beat, Meter, and Rhythm) students will learn the musical symbols that determine the length of a note, how it appears in printed music and how rhythms are perceived. | -Using laptops/Chromebooks for MusicTheory.net (note identification and note construction<br>-Daily activities/classwork on the Smart Board |
| **Unit-specific Vocabulary:** | **Aligned Unit Materials, Resources, and Technology (beyond core resources):** |
| Staff<br>Note names<br>Duration<br>Pitch<br>Intensity<br>Timbre<br>Beat<br>Stem, note head, beam<br>Subdivision of beats<br>Rhythm dot<br>Rest values<br>Time Signature<br>Tie v slurs<br>The dot & double dot<br>Simple and compound meter<br>Tempo terms (Andante, Moderato, Allegro) | Handouts<br>Staff Paper<br>Notebook<br>Computer |
| **Opportunities for Interdisciplinary Connections:** | **Anticipated misconceptions:** |
| N/A | Beat and rhythm are the same |
| **Connections to Prior Units:** | **Connections to Future Units:** |
| N/A | This unit is the foundation for all future units |
| **Differentiation through Universal Design for Learning** | |
| **UDL Indicator** | **Teacher Actions:** |
| **Language & Symbols**<br> 2.1 Clarify vocabulary and symbols<br><br> 2.2 Clarify syntax and structure<br><br> 2.3  Support decoding of text, mathematical notation,<br><br>and symbols | • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge<br>• Provide graphic symbols with alternative text descriptions<br>• Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, |

| **Expression & Communication** | graphs, illustrations, extended expositions or narratives) through alternatives |
| 5.2  Use multiple tools for construction and composition | • Provide Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software |

| **Related CELP standards:** | **Learning Targets:** |
|---|---|
| 9-12.1<br>An EL can  construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.<br><br>9-12.7<br>An EL can  adapt language choices to purpose, task, and audience when speaking and writing<br><br>9-12.9<br>An EL can create clear and coherent grade-appropriate speech and text.<br><br>9-12.10<br>An EL can make accurate use of standard English to communicate in grade appropriate speech and writing | • I can identify a few key words and phrases in oral communications and simple oral and written texts<br><br>• I can understand and respond to simple yes/no questions about familiar topics<br><br>• I can communicate basic information about a topic<br><br>• I can use frequently occurring words and phrases |

| **Lesson Sequence** | **Learning Target** | **Success Criteria/ Assessment** | **Resources** |
|---|---|---|---|
| 1-3 | -I can identify rhythm symbols (whole note, half note, quarter note, eighth note, sixteenth note and rests)<br>-I can write rhythm symbols that are congruent with the time signature (counting rhythms) | 1) I can name each symbol correctly<br>2) I can identify how many beats each symbol gets congruent with the time signature<br>3) I can draw each symbol | |
| 4-7 | -I can identify the tempo of recorded music with correct tempo terms (Andante, Moderato, Allegro)<br>-I can identify meter types of recorded music (simple vs compound) | 1)I can define tempo markings and give examples of appropriate beats beats per minute<br>2)I can define meters and write music that corresponds to the indicated meter. | |

| **Unit Title:** |
|---|
| # 1b. Pitch and Pitch Class |

| Relevant Standards: Bold indicates priority | |
| --- | --- |
| **MU:Cr2.1.C.Ia** - Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.<br><br>**MU:Re7.2.C.Ia** - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.<br><br>**MU:Re9.1.C.Ia** - Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory. | |

| Essential Question(s): | Enduring Understanding(s): |
| --- | --- |
| **Cr2.1** How do musicians make creative decisions?<br><br>**Re7.2** How does understanding the structure and context of music inform a response?<br><br>**Re9.1** How do we judge the quality of musical work(s)? | **Cr2.1:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.<br>**Re7.2:** Response to music is informed by analyzing context (social, cultural, and historial) and how creators and performers manipulate the elements of music.<br>**Re9.1** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. |

| Demonstration of Learning: | Pacing for Unit |
| --- | --- |
| Identification, decoding, and writing of musical pitches. Unit quiz | 4 classes |

| Family Overview (link below) | Integration of Technology: |
| --- | --- |
| In this unit (Pitch and Pitch Class), students will learn the arrangement of pitches (notes) on the staff. They will also learn symbols that alter the pitch both higher and lower. | *www.musictheory.net* |

| Unit-specific Vocabulary: | Aligned Unit Materials, Resources, and Technology (beyond core resources): |
| --- | --- |
| Clef<br>Pitch<br>Ledger Line<br>Octave<br>Octave Register<br>Acciental<br>Flat<br>Sharp<br>Natural<br>Double flat/sharp<br>Enharmonic | Handouts<br>Staff Paper<br>Notebook<br>Computer |

| Opportunities for Interdisciplinary Connections: | Anticipated misconceptions: |
| --- | --- |
| History of notation may allow some discussion about the time periods in which notation was developed | Some students may have experience reading TAB, which is NOT the same as a traditional staff |

| Connections to Prior Units: | Connections to Future Units: |
| --- | --- |
| Music Theory 1: Unit 1a | Music Theory 1: Unit 2<br>Music Theory 1: Unit 3 |

| | Music Theory 1: Unit 4 |
| | Music Theory 1: Unit 5 |
| | Music Theory 1: Unit 6 |

| UDL Indicator | Teacher Actions: |
|---|---|
| **Language & Symbols**<br>2.1 Clarify vocabulary and symbols<br><br>2.2 Support decoding of text, mathematical notation, and symbols<br><br>**Expression & Communication**<br>5.2 Use multiple tools for construction and composition | • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge<br>• Provide graphic symbols with alternative text descriptions<br>• Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions or narratives) through alternatives<br>• Provide Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software |

**Supporting Multilingual/English Learners**

| Related CELP standards: | Learning Targets: |
|---|---|
| 9-12.1<br>An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.<br><br>9-12.7<br>An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing<br><br>9-12.9<br>An EL can . . . create clear and coherent grade-appropriate speech and text.<br><br>9-12.10<br>An EL can . . . make accurate use of standard English to communicate in grade appropriate speech and writing | I can write and identify rhythm symbols and count them congruent with the time signature<br><br>I can write and identify pitches on the treble and bass staves |

| Lesson Sequence | Learning Target | Success Criteria/ Assessment | Resources |
|---|---|---|---|
| 8-9 | 1) I can demonstrate the relationship between pitch and register by writing the pitches on the treble and bass staves | 1) I can name the clefs<br>2) I can draw the clefs<br>3) I can identify what each clef signifies (G clef tells where G is, etc)<br>4) I can name each line/space in treble and bass clefs<br>5) I can draw each | |

| | | accidental<br>6) I can identify each accidental and how they alter the pitch | |
|---|---|---|---|
| 10-11 | 2) I can identify the different accidentals and how they affect pitch | I can write/identify a pitch on the staff correctly | |

| Unit Title: |
|---|

## 2. Scales & Key Signature, Solfege

| Relevant Standards:  Bold indicates priority |
|---|

**MU:Cr2.1.C.Ia** - Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

**MU:Re7.2.C.Ia** - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

**MU:Re8.1.C.Ia** Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

**MU:Re9.1.C.Ia** - Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

| Essential Question(s): | Enduring Understanding(s): |
|---|---|
| **Cr2.1** How do musicians make creative decisions?<br><br>**Re7.2** How does understanding the structure and context of music inform a response?<br><br>**Re8.1** How do we discern the musical creators' and performers' expressive intent?<br><br>**Re9.1** How do we judge the quality of musical work(s)? | **Cr2.1:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.<br>**Re7.2:** Response to music is informed by analyzing context (social, cultural, and historial) and how creators and performers manipulate the elements of music.<br>**Re8.1** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.<br>**Re9.1** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. |

| Demonstration of Learning: | Pacing for Unit |
|---|---|
| Identification, decoding, and writing of musical scales and Key Signatures..<br>Unit quiz | 6 classes |

| Family Overview (link below) | Integration of Technology: |
|---|---|
| In this unit (Scales, Key Signature and Solfege), students will arrange notes into established musical patterns | *www.musictheory.net* |

| | |
|---|---|
| (scales).  Students will also begin to perform written music showing the relationship between written and performed notes. | |

| Unit-specific Vocabulary: | Aligned Unit Materials, Resources, and Technology (beyond core resources): |
|---|---|
| Whole/half step<br>Tone and semitones<br>Pattern of intervals for major scale<br>Tonic, supertonic, mediant, subdominant, dominant<br>Submediant (superdominant), leading tone<br>Do, Re, Mi, Fa, Sol, La, Ti<br>Order of flats/sharps,<br>Natural, Harmonic, Melodic Minor | Handouts<br>Staff Paper<br>Notebook<br>Computer |

| Opportunities for Interdisciplinary Connections: | Anticipated misconceptions: |
|---|---|
| N/A | |

| Connections to Prior Units: | Connections to Future Units: |
|---|---|
| Music Theory 1: Unit 1a<br>Music Theory 1: Unit 1b | Music Theory 1: Unit 3<br>Music Theory 1: Unit 4 |

| Differentiation through Universal Design for Learning | |
|---|---|
| **UDL Indicator** | **Teacher Actions:** |
| **Language & Symbols**<br>  2.1 Clarify vocabulary and symbols<br><br>  2.2 Clarify syntax and structure<br><br><br>**Expression & Communication**<br>  5.2  Use multiple tools for construction and<br>composition | <ul><li>Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge</li><li>Provide graphic symbols with alternative text descriptions</li><li>Provide Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software</li></ul> |

| Supporting Multilingual/English Learners | |
|---|---|
| **Related CELP standards:** | **Learning Targets:** |
| 9-12.1<br>An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.<br><br>9-12.7<br>An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing<br><br>9-12.9 | <ul><li>I can identify a few key words and phrases in oral communications and simple oral and written texts</li><li>I can understand and respond to simple yes/no questions about familiar topics</li><li>I can communicate basic information about a topic</li><li>I can use frequently occurring words and phrases</li></ul> |

| | | | |
|---|---|---|---|
| An EL can . . . create clear and coherent grade-appropriate speech and text.<br><br>9-12.10<br>An EL can . . . make accurate use of standard English to communicate in grade appropriate speech and writing | | | |

| Lesson Sequence | Learning Target | Success Criteria/ Assessment | Resources |
|---|---|---|---|
| 12-14 | 1) I can count hops (half/whole steps) using a keyboard.<br>2) I can identify the whole and ½ step patterns of Major scales.<br>3) I can name single hop (half-step) intervals and two-hop (whole step) intervals. | 1) I can identify whole and half steps<br>2) I can write Major scales using whole and half steps with accidentals | |
| 15-17 | 1) I can identify the order and pattern of sharps and flats for all Major Key Signatures | 1) I can identify whole and half steps<br>2) I can write Major scales using whole and half steps with accidentals | |

| Unit Title: | |
|---|---|

# 3. Intervals

| Relevant Standards:  Bold indicates priority | |
|---|---|

**MU:Re7.2.C.Ia** - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

**MU:Re9.1.C.Ia** - Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

| Essential Question(s): | Enduring Understanding(s): |
|---|---|
| **Re7.2** How does understanding the structure and context of music inform a response?<br><br>**Re9.1** How do we judge the quality of musical work(s)? | **Re7.2:** Response to music is informed by analyzing context (social, cultural, and historial) and how creators and performers manipulate the elements of music.<br>**Re9.1** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. |
| **Demonstration of Learning:** | **Pacing for Unit** |
| Identification, decoding, and writing of musical intervals. Unit quiz | 6 classes |
| **Family Overview (link below)** | **Integration of Technology:** |

| In this unit (Intervals), students will learn the relationship that exists between consecutive notes and be able to label them. | *www.musictheory.net* |
|---|---|
| **Unit-specific Vocabulary:** | **Aligned Unit Materials, Resources, and Technology (beyond core resources):** |
| Interval<br>Generic Interval<br>Specific Interval<br>Quality terms (Major, minor, diminished, augmented)<br>Consonance/Consonant Intervals<br>Dissonance/Dissonant Intervals<br>Perfect Intervals | Handouts<br>Staff Paper<br>Notebook<br>Computer |
| **Opportunities for Interdisciplinary Connections:** | **Anticipated misconceptions:** |
| N/A | |
| **Connections to Prior Units:** | **Connections to Future Units:** |
| Music Theory 1: Unit 3 | Music Theory 1: Unit 4 |

| Differentiation through [Universal Design for Learning](#) | |
|---|---|
| UDL Indicator | Teacher Actions: |
| **Language & Symbols**<br>  2.1 Clarify vocabulary and symbols<br>  2.2 Clarify syntax and structure<br><br>**Expression & Communication**<br>  5.2 Use multiple tools for construction and<br>composition | • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge<br>• Provide graphic symbols with alternative text descriptions<br>• Provide Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software |

| Supporting Multilingual/English Learners | |
|---|---|
| Related [CELP standards:](#) | **Learning Targets:** |
| 9-12.1<br>An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.<br><br>9-12.7<br>An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing<br><br>9-12.9 | • I can identify a few key words and phrases in oral communications and simple oral and written texts<br>• I can understand and respond to simple yes/no questions about familiar topics<br>• I can communicate basic information about a topic<br>• I can use frequently occurring words and phrases |

| | | | |
|---|---|---|---|
| An EL can . . . create clear and coherent grade-appropriate speech and text.<br><br>9-12.10<br>An EL can . . . make accurate use of standard English to communicate in grade appropriate speech and writing | | | |

| Lesson Sequence | Learning Target | Success Criteria/ Assessment | Resources |
|---|---|---|---|
| 18-20 | 1) I can identify the number of letter names in determining intervals (generic 2nds, 3rds, 4ths, etc, and specific intervals) | 1) I can write and Identify all intervals<br>2) I can correctly identify intervals BY LISTENING | |
| 21-23 | 2) I can identify and construct diatonic and chromatic  intervals. | 1) I can write and Identify all intervals<br>2) I can correctly identify intervals BY LISTENING | |

| Unit Title: |
|---|
| ## 4. Triads |

| Relevant Standards:  Bold indicates priority |
|---|
| **MU:Re7.2.C.Ia** - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.<br><br>**MU:Re9.1.C.Ia** - Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory. |

| Essential Question(s): | Enduring Understanding(s): |
|---|---|
| **Re7.2** How does understanding the structure and context of music inform a response?<br><br>**Re9.1** How do we judge the quality of musical work(s)? | **Re7.2:** Response to music is informed by analyzing context (social, cultural, and historial) and how creators and performers manipulate the elements of music.<br>**Re9.1** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. |

| Demonstration of Learning: | Pacing for Unit |
|---|---|
| Identification, decoding, and writing of musical Triads. Unit quiz | 5 classes |

| Family Overview (link below) | Integration of Technology: |
|---|---|
| In this unit (Triads), students will learn about notes sounding at the same time creating harmonies called triads.  They will identify and label them using musical | *www.musictheory.net* |

| examples both written and aural. | |
|---|---|
| **Unit-specific Vocabulary:** | **Aligned Unit Materials, Resources, and Technology (beyond core resources):** |
| Major, minor, diminished, augmented triads<br>Roman numeral cases rule (ex. Upper case for Major, lower case for minor)<br>Arabic numerals (6, 6/3, 6/4 inversion symbols) | Handouts<br>Staff Paper<br>Notebook<br>Computer |
| **Opportunities for Interdisciplinary Connections:** | **Anticipated misconceptions:** |
| N/A | |
| **Connections to Prior Units:** | **Connections to Future Units:** |
| Music Theory 1: Unit 3 | Music Theory 1: Unit 6<br>Music Theory 1: Unit 7 |

| Differentiation through Universal Design for Learning | |
|---|---|
| **UDL Indicator** | **Teacher Actions:** |
| **Language & Symbols**<br>  2.1 Clarify vocabulary and symbols<br><br>  2.2 Clarify syntax and structure<br><br><br>**Expression & Communication**<br>  5.2  Use multiple tools for construction and<br>composition | • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge<br>• Provide graphic symbols with alternative text descriptions<br>• Provide Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software |

| Supporting Multilingual/English Learners | |
|---|---|
| **Related CELP standards:** | **Learning Targets:** |
| 9-12.1<br>An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.<br><br>9-12.7<br>An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing<br><br>9-12.9<br>An EL can . . . create clear and coherent grade-appropriate speech and text.<br><br>9-12.10<br>An EL can . . . make accurate use of standard English to communicate in grade appropriate speech and writing | • I can identify a few key words and phrases in oral communications and simple oral and written texts<br>• I can understand and respond to simple yes/no questions about familiar topics<br>• I can communicate basic information about a topic<br>• I can use frequently occurring words and phrases |

| Lesson Sequence | Learning Target | Success Criteria/ Assessment | Resources |
|---|---|---|---|
| 24-26 | 1) I can identify triad types by using the key signature or by the interval method | 1) I can write and Identify the 4 different triad types given the starting pitch 2) I can write and Identify triads using appropriate Roman and Arabic Numerals | |
| 27-28 | 2) I can identify triad types by listening | 3) I can correctly identify triad types aurally | |

| Unit Title: |
|---|

# 5. Grand Staff Triads

| Relevant Standards:  Bold indicates priority |
|---|

**MU:Cr3.2.C.Ia** Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

**MU:Re7.2.C.Ia** - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

**MU:Re9.1.C.Ia** - Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

| Essential Question(s): | Enduring Understanding(s): |
|---|---|
| **Cr3.2** When is creative work ready to share? **Re7.2** How does understanding the structure and context of music inform a response? **Re9.1** How do we judge the quality of musical work(s)? | **Cr3.2**  Musicians' presentation of creative work is the culmination of a process of creation and communication **Re7.2** Response to music is informed by analyzing context (social, cultural, and historial) and how creators and performers manipulate the elements of music. **Re9.1** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. |

| Demonstration of Learning: | Pacing for Unit |
|---|---|
| Identification, decoding, and writing of musical notation and Triads using the Grand Staff. Unit quiz | 3 classes |

| Family Overview (link below) | Integration of Technology: |
|---|---|
| In this unit (Grand Staff Triads), students will place triads into music written for piano or choirs learning about the | *www.musictheory.net* |

| | |
|---|---|
| rules about each note's placement. | |

| Differentiation through Universal Design for Learning | |
|---|---|
| **UDL Indicator** | **Teacher Actions:** |
| **Language & Symbols** <br> 2.1 Clarify vocabulary and symbols <br><br> 2.2 Clarify syntax and structure | <ul><li>Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge</li><li>Provide graphic symbols with alternative text descriptions</li></ul> |

| Supporting Multilingual/English Learners | |
|---|---|
| **Related CELP standards:** | **Learning Targets:** |
| 9-12.1 <br> An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. <br><br> 9-12.7 <br> An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing <br><br> 9-12.9 <br> An EL can . . . create clear and coherent grade-appropriate speech and text. <br><br> 9-12.10 <br> An EL can . . . make accurate use of standard English to communicate in grade appropriate speech and writing | <ul><li>I can identify a few key words and phrases in oral communications and simple oral and written texts</li><li>I can understand and respond to simple yes/no questions about familiar topics</li><li>I can communicate basic information about a topic</li><li>I can use frequently occurring words and phrases</li></ul> |

| Lesson Sequence | Learning Target | Success Criteria/ Assessment | Resources |
|---|---|---|---|
| 29-31 | 1) I can write and analyze chords found in four-part writing | 1) I can identify the order of the voice parts and where they lie (tessitura), 2) I can show the placement of the voice | |

| | | part in the grand staff, 3) I can explain/demonstrate the voicing rules regarding distance between voice parts and doubling rules. | |
|---|---|---|---|

| Unit Title: |
|---|
| 6. Seventh Chords |

| Relevant Standards:  Bold indicates priority |
|---|
| **MU:Cr3.1.C.HSI.a** - Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. |
| **MU:Re7.2.C.HSI.a** - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener. |
| **MU:Re9.1.C.HSI.a** - Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory. |

| Essential Question(s): | Enduring Understanding(s): |
|---|---|
| **Cr3.1** How do musicians improve the quality of their creative work?<br><br>**Re7.2** How does understanding the structure and context of music inform a response?<br><br>**Re9.1** How do we judge the quality of musical work(s)? | **Cr3.1** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.<br>**Re7.2** Response to music is informed by analyzing context (social, cultural, and historial) and how creators and performers manipulate the elements of music.<br>**Re9.1** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. |

| Demonstration of Learning: | Pacing for Unit |
|---|---|
| Identification, decoding, and writing of musical 7th Chords.<br>Unit Quiz | 5 classes |

| Family Overview (link below) | Integration of Technology: |
|---|---|
| In this unit (Seventh Chords), students will expand their knowledge of the triad (3-note chords) to include 4-note chords.  They will learn to identify the six types of seventh chords and place chord members onto the Grand Staff. | *www.musictheory.net* |

| Unit-specific Vocabulary: | Aligned Unit Materials, Resources, and Technology (beyond core resources): |
|---|---|
| Types of 7th: Major, minor, minor-major, dominant, fully | Handouts |

| diminished, half diminished<br><br>7, 6/5, 4/3, 4/2 inversions | Staff Paper<br>Notebook<br>Computer |
|---|---|
| **Opportunities for Interdisciplinary Connections:** | **Anticipated misconceptions:** |
| N/A | |
| **Connections to Prior Units:** | **Connections to Future Units:** |
| Music Theory 1: Unit 4 | This course will connect to Music Theory 2 and AP Music Theory |

| **Differentiation through Universal Design for Learning** | |
|---|---|
| **UDL Indicator** | **Teacher Actions:** |
| **Language & Symbols**<br>  2.1 Clarify vocabulary and symbols<br>  2.2 Clarify syntax and structure<br><br>**Expression & Communication**<br>  5.2  Use multiple tools for construction and<br>composition | • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge<br>• Provide graphic symbols with alternative text descriptions<br>• Provide Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software |

| **Supporting Multilingual/English Learners** | |
|---|---|
| **Related CELP standards:** | **Learning Targets:** |
| 9-12.1<br>An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.<br><br>9-12.7<br>An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing<br><br>9-12.9<br>An EL can . . . create clear and coherent grade-appropriate speech and text.<br><br>9-12.10<br>An EL can . . . make accurate use of standard English to communicate in grade appropriate speech and writing | • I can identify a few key words and phrases in oral communications and simple oral and written texts<br>• I can understand and respond to simple yes/no questions about familiar topics<br>• I can communicate basic information about a topic<br>• I can use frequently occurring words and phrases |

| Lesson Sequence | Learning Target | Success Criteria/ Assessment | Resources |
|---|---|---|---|
| 32-34 | 1) I can write and identify the six types of 7th chords | 1) I can  identify 7th chords by identifying the quality of the 5th, the quality of the 3rd, and the quality of the 7th. | |

| | | | |
|---|---|---|---|
| 35-36 | 1) I can write and identify 7th chords using Roman and Arabic numerals | 2) I can identify/write the different types of 7th chords. | |