

Course Title – Music Theory I

Implement start year – 2015-2016

Keith Styers; kstyers@lrhsd.org; x6636

Robert C. Joubert; rjoubert@lrhsd.org; x4460

Earl Phillips; ephillips@lrhsd.org; x2284

Unit 1 – Music Notation

Transfer Goal –

Students will be able to independently use their learning to read and write music notation.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #

(<http://www.nj.gov/education/cccs/2009/final.htm>)

1.1.12.B.2,

Synthesize knowledge of the [elements of music](#) in the deconstruction and performance of complex musical scores from diverse cultural contexts.

1.2.12.A.2,

Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various [historical eras](#).

1.3.12.B.2,

Analyze how the [elements of music](#) are manipulated in original or prepared musical scores.

1.3.12.B.4

Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

Common Core Curriculum Standards for Math and English

(<http://www.corestandards.org/>)

CCSS.ELA-LITERACY.WHST.11-12.2.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s),

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills

<p>counterclaims, reasons, and evidence.</p>	<input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> the properties of sound are fundamental to the elements of music.</p> <p><i>EU 2</i> music notation is a method to communicate musical thought.</p> <p><i>EU 3</i> the keyboard is a visual representation of the organization and structure of pitches.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What makes sound unique? • How do various tunings affect sound? • What makes a sound musical? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why do we notate music? • What are the limitations of notation? • How is expression communicated through notation? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How are the senses of sight and sound related? • What does pitch look like? • What will notation look like in the future?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • pitch is an exact measurement. • dynamics are measured. • timbre gives an instrument its unique sound. • the envelope of a sound determines its articulation. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the clef determines the function of the staff. • the letters of the musical alphabet. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • describe different parts of a sound's envelope. • describe various wavelengths of various instruments in the orchestra. • adjust tunings on synths to create their own original sounds. • label harmonics of the overtone series. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • label the lines and spaces of various clefs.

- the relationship between note values.
- how note values relate to one another.
- how accidentals affect natural pitch.
- the proper use of stems and beams.

EU 3

- the organization of pitches on the keyboard.
- how the keyboard relates to various clefs.
- how to enharmonically spell the same pitch.

- identify and define the various dynamics and articulations.
- compare and contrast note duration.
- properly label accidentals.
- label and draw various note durations.

EU 3

- label the semi-tones of an octave on the keyboard.
- identify octave designation on the keyboard.
- describe the relationship between clefs and the keyboard.
- label the same pitch in various ways.

Stage 2 – Assessment Evidence

Recommended Performance Tasks:

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Quizzes and Tests on pitch labeling, rhythm tree, keyboard identification and sound envelope
- Dialogue of dynamic relationships in a piece of music

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Teacher-led discussion on the aspects of sound: pitch, dynamics, timbre, articulation and duration. (A)
- Students will use knowledge of frequency to determine a note's pitch. (M)
- Students will manipulate amplitude to affect a note's dynamic. (M)
- Students will experiment with waveforms and filters to create various timbres. (M, T)
- Students will adjust a note's envelope to yield a desired articulation and duration. (M, T)
- Teacher-led discussion on the construction of the musical staff and grand staff. (A)
- Teacher-led discussion on the various clefs: C clefs, G clef, and F clef. (A)
- Teacher-led discussion on the division of treble and bass clef. (A)
- Teacher-led discussion of ledger lines. (A)
- Students will identify pitches on the keyboard in various clefs. (M)
- Students will determine the favored clef for various instruments. (T)
- Teacher-led discussion on the octave designation of the keyboard. (A)
- Students will label clef ranges on the keyboard. (M)
- Teacher-led discussion of accidentals. (A)
- Teacher-led discussion of notation design. (A)
- Students will properly draw various note durations. (M)
- Students will properly beam notes in relationship to the staff. (M)
- Students will properly beam multi-layered staves. (T)
- Students will write liner notes promoting their composition. (M,T)