



**Visual and Performing Arts - Music**  
**Grades 10 - 12**  
**Materials of Music II**

Dr. Mark Toback, Superintendent

*This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)*

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Visual and Performing Arts - Music 10-12 Materials of Music 2
<b>Unit Plan Title:</b>	The Fundamentals of Music (Unit 1)
<b>Time Frame</b>	10 weeks

**Anchor Standards/Domain\* \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

### **NJSLS Visual and Performing Arts**

- Music Composition and Theory (Standard 1.3B)
  - Anchor Standards 1, 2, 3, 4, 5, 7, 8, 9, 10, 11
- Music Harmonizing Instruments (Standard 1.3D)
  - Anchor Standards 1, 2, 3, 4, 5, 7, 9
- Music Technology (Standard 1.3E)
  - Anchor Standards 1, 2, 3, 4, 5, 7

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- Career Awareness, Exploration, Preparation, and Training (Standard 9.2)
- Life Literacies and Key Skills (Standard 9.4)

### **NJSLS English Language Arts**

- Integration of Knowledge and Ideas

### **Unit Summary**

Students will learn the theoretical aspects of music, notation, harmony, style and composition. Through practice worksheets, lectures and demonstrations, students will begin to master the rudiments and terminology of music including: Notation, scales, tonality, key, modes, intervals, transposition and chords.

### **Standard Number(s)**

### **2020 New Jersey Student Learning Standards – Visual and Performing Arts**

- 1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- 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).
- 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.
- 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., 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 creator's intent.

- 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.
- 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.
- 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.
- 1.3B.12acc.Re8a: Develop and support interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.
- 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.
- 1.3B.12acc.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr6a, 1.3A.12acc.Re7a
- 1.3B.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr6a, 1.3A.12acc.Re7a

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- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

#### **New Jersey Student Learning Standards for English Language Arts**

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Essential Question(s)

- How are major, minor, chromatic pentatonic, whole tone and modal scales constructed?
- How do you construct and analyze major, minor, augmented and diminished intervals and triads?
- How do beats organize rhythms in music?
- How to identify and notate pitch in four clefs; treble, alto, tenor and bass?

### Enduring Understandings

- Students will understand the use of rhythm in various musical styles.
- Students will be able to identify classifications and specific types of musical instruments and the sound that each produces.
- Students will understand how to notate music.
- Students will recognize different scales, intervals, triads, rhythms and melodies.

		Indicate whether these skills are <b>E - Encouraged, T - Taught, or A - Assessed</b> in this unit by marking E, T, A on the line before the appropriate skill. <b>21st Century Skills</b>	
	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	E, T, A	Critical Thinking and Problem Solving
	Health Literacy	E	Communication
	Civic Literacy	E	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/students will understand)

- Identify the use of rhythm in various musical styles.
- How to notate pitch and rhythm.
- How to construct intervals and triads.

### Assessments (Pre, formative, summative, other)

Denote required common assessments with an \*

- Formative
- Summative
- Chapter tests
- Final test

### Teaching and Learning Activities

Activities	<ul style="list-style-type: none"> <li>• Worksheets addressing each topic discussed.</li> <li>• In class and online ear training.</li> <li>• The use of recordings pertaining to topics discussed.</li> <li>• Lectures.</li> <li>• Demonstrations.</li> <li>• Student participation.</li> <li>• <a href="#">Chapter 2 Exercises</a></li> </ul>
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## Differentiation Strategies

- As needed, students will be allowed extended time to complete tests and projects.
- Projects will be assigned based on student ability.
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Craft additional leads and endings for mentor texts
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

## Resources

- Internet
- iPod
- Recordings
- Piano
- Finale software
- Auralia software

Textbook: Music in Theory and Pracce; Benward, Saker.

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Visual and Performing Arts - Music 10-12 Materials of Music 2
<b>Unit Plan Title:</b>	The Structural Elements of Music (Unit 2)
<b>Time Frame</b>	10 Weeks

**Anchor Standards/Domain\* \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

### **NJSLS Visual and Performing Arts**

- Music Composition and Theory (Standard 1.3B)
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- Career Awareness, Exploration, Preparation, and Training (Standard 9.2)
- Life Literacies and Key Skills (Standard 9.4)

### **NJSLS English Language Arts**

- Integration of Knowledge and Ideas

### **Unit Summary**

Students will learn the theoretical aspects of music, notation, harmony, style and composition. Through practice worksheets, lectures and demonstrations, students will begin to master the rudiments and terminology of music including: Cadences, non-harmonic tones, melodic organization, texture and textural reduction, species counterpoint.

### **Standard Number(s)**

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- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Essential Question(s)

- How are harmonic and rhythmic cadences used within and at the conclusion of a musical phrase? • How are melodies constructed above a given harmonic structure?
- Why is texture an important element of music?
- How is counterpoint different from harmony?

### Enduring Understandings

- Students will understand the role of harmonic and rhythmic cadences.
- Students will understand the difference between conjunct and disjunct diatonic melodies.
- Students will understand how to use texture effectively.
- Students will understand the different species of counterpoint.

		Indicate whether these skills are <b>E - Encouraged, T - Taught, or A - Assessed</b> in this unit by marking <b>E, T, A</b> on the line before the appropriate skill. <b>21st Century Skills</b>	
	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	E, T, A	Critical Thinking and Problem Solving
	Health Literacy	E	Communication
	Civic Literacy	E	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/students will understand)

- How to use cadences effectively (harmonic and rhythmic).
- How to construct a melody.
- How to use texture in the construction of a coherent piece of music.
- How to write different species counterpoint.

### Assessments (Pre, formative, summative, other)

Denote required common assessments with an \*

- Formative
- Summative
- Chapter tests
- Final test

### Teaching and Learning Activities

Activities	<ul style="list-style-type: none"><li>• Worksheets addressing each topic discussed.</li><li>• In class and online ear training.</li><li>• The use of recordings pertaining to topics discussed.</li><li>• Lectures.</li><li>• Demonstrations.</li><li>• Student participation.</li><li>• <a href="#">Chapter 8 Exercises</a></li></ul>
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## Differentiation Strategies

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Textbook: Music in Theory and Pracce; Benward, Saker.

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Visual and Performing Arts - Music 10-12 Materials of Music 2
<b>Unit Plan Title:</b>	The Structural Elements of Music (Unit 3)
<b>Time Frame</b>	10 Weeks

**Anchor Standards/Domain\* \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

### **NJSLS Visual and Performing Arts**

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- Life Literacies and Key Skills (Standard 9.4)

### **NJSLS English Language Arts**

- Integration of Knowledge and Ideas

### **Unit Summary**

Students will learn the theoretical aspects of music, notation, harmony, style and composition. Through practice worksheets, lectures and demonstrations, students will begin to master the rudiments and terminology of music including: Voice leading in four part chorale writing, harmonic progression and harmonic rhythm, the dominant seventh chord and the leading tone seventh chords.

### **Standard Number(s)**

### **2020 New Jersey Student Learning Standards – Visual and Performing Arts**

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- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Essential Question(s)

- What are the principles that govern chord progressions and voice leading?
- How does harmonic progression operate as an organizing force in tonal music?
- What are the characteristics that determine the sound quality of the different types of seventh chords?
- What are the harmonic functions of leading tone seventh chords?

### Enduring Understandings

- Students will understand the voice leading practices of eighteenth and nineteenth century composers.
- Students will understand harmonic progression, the way in which chords succeed each other in a piece of music.
- Students will understand how to construct different types of seventh chords.
- Students will understand how different types of seventh chords function in a piece of music.

		Indicate whether these skills are <b>E - Encouraged, T - Taught, or A - Assessed</b> in this unit by marking <b>E, T, A</b> on the line before the appropriate skill. <b>21st Century Skills</b>	
	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	E, T, A	Critical Thinking and Problem Solving
	Health Literacy	E	Communication
	Civic Literacy	E	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/students will understand)

- How four-part writing demonstrates the principles that are the basis of compositions from this period.
- How chord progressions in tonal harmony shape a composition.
- How to use seventh chords in a composition.

### Assessments (Pre, formative, summative, other) Denote required common assessments with an \*

- Formative
- Summative
- Chapter tests
- Final test

### Teaching and Learning Activities

- |            |  |
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| Activities | <ul style="list-style-type: none"><li>• Worksheets addressing each topic discussed.</li><li>• In class and online ear training.</li><li>• The use of recordings pertaining to topics discussed.</li><li>• Lectures.</li><li>• Demonstrations.</li><li>• Student participation.</li><li>• <a href="#">Chapter 8 Exercises</a></li></ul> |
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## Differentiation Strategies

- As needed, students will be allowed extended time to complete tests and projects.
- Projects will be assigned based on student ability.
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- [Differentiation Strategies for Special Education Students](#)
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## Resources

- Internet
- iPod
- Recordings
- Piano
- Finale software
- Auralia software

Textbook: Music in Theory and Pracce; Benward, Saker.

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Visual and Performing Arts - Music 10-12 Materials of Music 2
<b>Unit Plan Title:</b>	The Structural Elements of Music (Unit 4)
<b>Time Frame</b>	10 Weeks

**Anchor Standards/Domain\* \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

### **NJSLS Visual and Performing Arts**

- Music Composition and Theory (Standard 1.3B)
  - Anchor Standards 1, 2, 3, 4, 5, 7, 8, 9, 10, 11
- Music Harmonizing Instruments (Standard 1.3D)
  - Anchor Standards 1, 2, 3, 4, 5, 7, 9
- Music Technology (Standard 1.3E)
  - Anchor Standards 1, 2, 3, 4, 5, 7

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- Career Awareness, Exploration, Preparation, and Training (Standard 9.2)
- Life Literacies and Key Skills (Standard 9.4)

### **NJSLS English Language Arts**

- Integration of Knowledge and Ideas

### **Unit Summary**

Students will learn the theoretical aspects of music, notation, harmony, style and composition. Through practice worksheets, lectures and demonstrations, students will begin to master the rudiments and terminology of music including: non-dominant seventh chords, secondary dominants, leading-tone chords, modulation, two-part (binary) form, and three-part (ternary) form.

### **Standard Number(s)**

### **2020 New Jersey Student Learning Standards – Visual and Performing Arts**

- 1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- 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).
- 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.
- 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., 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 creator's intent.

- 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.
- 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.
- 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.
- 1.3B.12acc.Re8a: Develop and support interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.
- 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.
- 1.3B.12acc.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr6a, 1.3A.12acc.Re7a
- 1.3B.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr6a, 1.3A.12acc.Re7a

#### **2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills**

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

#### **New Jersey Student Learning Standards for English Language Arts**

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Essential Question(s)

- How do non-dominant seventh chords function in a composition?
- What are secondary dominant chords and how are they used in a piece of music?
- What is modulation and how is it used in a composition?
- How do underlying structures unconsciously guide the creation of artworks?
- What is binary and ternary form?

### Enduring Understandings

- Students will understand the voice leading practices of eighteenth and nineteenth century composers.
- Students will understand harmonic progression, the way in which chords succeed each other in a piece of music.
- Students will understand how to construct different types of seventh chords.
- Students will understand how different types of seventh chords function in a piece of music.

		Indicate whether these skills are <b>E - Encouraged, T - Taught, or A - Assessed</b> in this unit by marking E, T, A on the line before the appropriate skill. <b>21st Century Skills</b>	
	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	E, T, A	Critical Thinking and Problem Solving
	Health Literacy	E	Communication
	Civic Literacy	E	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/students will understand)

- How are non-dominant seventh chords used.
- The use of secondary dominants.
- How to listen to music and understand its' form.
- Why music has form

### Assessments (Pre, formative, summative, other)

Denote required common assessments with an \*

- Formative
- Summative
- Chapter tests
- Final test

### Teaching and Learning Activities

Activities	<ul style="list-style-type: none"> <li>• Worksheets addressing each topic discussed.</li> <li>• In class and online ear training.</li> <li>• The use of recordings pertaining to topics discussed.</li> <li>• Lectures.</li> <li>• Demonstrations.</li> <li>• Student participation.</li> </ul>
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	<ul style="list-style-type: none"> <li>● <a href="#">Chapter 10 Exercise(s)</a></li> </ul>
Differentiation Strategies	<ul style="list-style-type: none"> <li>● As needed, students will be allowed extended time to complete tests and projects.</li> <li>● Projects will be assigned based on student ability.</li> <li>● Strategy and flexible groups based on formative assessment or student choice</li> <li>● One:One conferring with teacher</li> <li>● Choice of narrative or persuasive text composition</li> <li>● Differentiated checklists and rubrics (if appropriate)</li> <li>● Student selected goals for writing</li> <li>● Level of independence</li> <li>● Craft additional leads and endings for mentor texts</li> <li>● Consult mentor texts to support writing</li> <li>● ELL Supports and Extension activities are included with each lesson</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>

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