



**Visual and Performing Arts - Music**  
**Grades 9 - 12**  
**Materials of Music I**

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 9-12 Materials of Music I
<b>Unit Plan Title:</b>	Notation (Unit 1) Scales/Chords (Unit 2) Triads/Forms (Unit 3)
<b>Time Frame</b>	13-14 weeks per unit.

**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, but not limited to...

- Unit 1: The staff, notes and pitches, treble and bass clef signs, the grand staff, ledger lines, note and rest values, time signatures, ties and slurs, repeat signs, dynamic signs, tempo marks, articulation, flats, sharps, naturals, whole steps, half steps, and enharmonic notes.
- Unit 2: Tetrachords, major scales, minor scales, the chromatic scale, intervals, the circle of fifths, solfege, transposition, common time, cut time, triads, scale degree names, syncopation and the dominant seventh chord.
- Unit 3: Major, minor, augmented and diminished triads and their inversions, modes, figured bass, chord progressions, harmonizing melodies in major and minor keys, and basic form in music.

### 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.12prof.CR3.a).

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

- NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJLSA.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.
- NJLSA.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
- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJLSAZ.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Essential Question(s)

- How is music put together?
- How are the lines and spaces of the staff labeled?
- How are the lines and spaces of the staff affected by different clef signs?
- How do rhythm, accent and meter differ?
- What is the pattern for major scale construction?
- How are intervals constructed?
- What is the formula for determining minor keys?
- How are the different forms of minor scales determined?
- How is chord quality determined?
- How are chords analyzed and written?
- How are harmonic progressions analyzed and written?
- What are inversions?

### Enduring Understandings

- Students will understand clef signs and how they affect the lines and spaces of the staff.
- Students will understand major and minor key signatures.
- Students will understand note and rest values.
- Students will understand sharp, flat and natural signs.
- Students will recognize, identify and notate major scales.
- Students will recognize, identify and notate minor scales.
- Students will create and identify through notation and listening the quality of intervals.
- Students will create and identify through notation the inversion of intervals.
- Students will understand plagal, half and authentic cadences- perfect and imperfect.
- Students will understand proper doublings and voice leading.
- Students will understand how harmonic progressions are analyzed and written.
- Students will understand inversions.

		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, T	Communication
	Civic Literacy	E, T, A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- How to count note and rest values.
- How to label the lines and spaces of the staff.
- The use of clef signs.
- The difference between rhythm and meter.
- How to construct major scales.
- How to construct the different forms of minor scales.
- How to construct intervals.
- How to recognize intervals aurally.
- How to determine chord quality.
- How to analyze chords and progressions.
- Identify plagal, half and authentic cadences.
- Understand proper doublings and voice leading.

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

- Pre-assessment
- 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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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> </ul>
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- 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: Harmonic Materials in Tonal Music, Greg A. Steinke

