

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Music Theory I/II

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Introduction to the Staff	Unit Summary: Students will learn about the staff and the common contents such as: measure, bar, bar lines, double bar lines, time signature, grand staff, treble clef, bass clef, etc. ***Students will be given a pre-test to assess their current level of knowledge in music theory. From there, an appropriate starting point will be used. This curriculum may be started at any unit, depending on student understanding.
Grade Level(s): 9-12	
Essential Question(s): <ul style="list-style-type: none"> • How is music written and organized on a staff? • How do various time signatures alter the feel of a piece? • How does the aesthetic response vary based on the listener? • How does music deepen cultural understanding? 	Enduring Understanding(s): <ul style="list-style-type: none"> • Music is a way to express oneself and communicate.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<ol style="list-style-type: none"> 1. Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions. 2. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural context. 3. Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. 4. 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. 	<u>NJCCCS or CCS</u> <ol style="list-style-type: none"> 1. VPA. 1.1.12.B.1 2. VPA. 1.1.12.B.2 3. VPA. 1.2.12.A.1 4. VPA. 1.2.12.A.2
---	---

5. Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.	5. VPA. 1.3.12.B.1
6. Analyze how the elements of music are manipulated in original or prepared musical scores.	6. VPA. 1.3.12.B.2
7. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.	7. VPA. 1.3.12.B.3
8. Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.	8. VPA. 1.4.12.A.1
9. Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.	9. VPA. 1.4.12.A.2
10. Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.	10. VPA. 1.4.12.A.3
11. Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.	11. VPA. 1.4.12.B.1
12. Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.	12. VPA. 1.4.12.B.2
13. Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.	13. VPA. 1.4.12.B.3

Inter-Disciplinary Connections:

Language Arts

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.1 - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.2 - [Anchor Standard] - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.6 - [Anchor Standard] - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Science

CI.HS-PS4-5 - [Performance Expectation] - Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

Social Studies

SOC.6.1.12 - [Standard] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

World Languages

WL.7.1.NM.A.1 - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

WL.7.1.NM.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

Technology

TEC.9-12.8.1 - [Standard] - All students will use computer applications to gather and organize information and to solve problems.

21st Century Life and Careers

WORK.9-12.9.1.12.B.3 - [Cumulative Progress Indicator] - Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

WORK.9-12.9.1.12.C.5 - [Cumulative Progress Indicator] - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

Students will engage with the following text:

Teacher-generated worksheets.
Musictheory.net tutorials
Essentials of Music Theory. Sumani, Sumani, and Manus

Additional resources include:

Master Theory. Peters and Yoder
Music in Theory and Practice. Benward and Saker
Tonal Harmony. Kostka, Payne, and Almen

Students will write:

Students will write vocabulary, rhythms, labels, and performance reflections with the following texts appropriate to instrument and skill level.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- 1) Students will be able to use manuscript paper to draw barlines, measures, clefs, time signatures, etc. They will learn where they should be placed and how the sheet music should look.
- 2) Students will learn how to draw the clefs and place them in the correct place on the staff.
- 3) Learn the meaning of and be able to write the following terminologies: measure, bar, bar lines, double bar lines, time signature, grand staff, treble clef, bass clef, etc.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Students will complete short quizzes on musical terminology.
- Performance assessment is ongoing. Teachers will assess students as they engage in the learning activities.

Accommodations/Modifications:

- Extra time for tests & quizzes.
- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Break long assignments into parts. Set a separate due date for each part.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.

- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Provide a list of words as answers for fill in the blank questions.
- Eliminate one of the choices in multiple-choice items.
- Allow additional time for classwork and tests.
- Give the test to the student alone or in a small group.
- Let the student take the test in another room where there are no distractions.

Summative Assessments:

- Students will write an 8 measure non-melodic composition outline that utilizes the presented vocabulary.

Accommodations/Modifications:

- Extra time for tests & quizzes.
- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Break long assignments into parts. Set a separate due date for each part.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Provide a list of words as answers for fill in the blank questions.
- Eliminate one of the choices in multiple-choice items.
- Allow additional time for classwork and tests.
- Give the test to the student alone or in a small group.
- Let the student take the test in another room where there are no distractions.

Performance Assessments:

Accommodations/Modifications:

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Music Theory I/II

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Unit 2 Note Names and Accidentals	Unit Summary: In order to write music, students need to understand note names, pitch, accidentals, and that depending on where you place a note, the sound will differ. Students will be writing the note names and accidentals on the different staves.
Grade Level(s): 9-12	
Essential Question(s): <ul style="list-style-type: none"> • What are the names of notes on the lines and spaces of both clefs? • What are ledger lines? • What are accidentals and what do they do to a note? 	Enduring Understanding(s): <ul style="list-style-type: none"> • Note names are alphabetical on all staves. • Lines that extend the staff above or below the staff are called ledger lines. • Accidentals alter a note. A sharp raises the note by a half step for the entire measure, a flat lowers a note for a half step for the entire measure, and a natural cancels the flat or sharp at that point on in the measure

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<ol style="list-style-type: none"> 1. Mastery of the notes on the grand staff, including Treble and Bass clefs. 2. Mastery of the intervallic impact of accidentals, and their role in musical notation. 3. Mastery of ledger lines and the corresponding note names that accompany them on the Treble and Bass clefs. 4. Understanding of the appropriate use of ledger lines in written music. 	NJCCCS or CCS <ol style="list-style-type: none"> 1. VPA. 1.3.12.B.2 2. VPA. 1.1.12.B.2 3. VPA. 1.1.12.B.1 4. VPA. 1.4.12.B.1
--	---

Inter-Disciplinary Connections:

Language Arts

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.1 - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.2 - [Anchor Standard] - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.6 - [Anchor Standard] - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Science

CI.HS-PS4-5 - [Performance Expectation] - Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

Social Studies

SOC.6.1.12 - [Standard] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

World Languages

WL.7.1.NM.A.1 - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

WL.7.1.NM.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

Technology

TEC.9-12.8.1 - [Standard] - All students will use computer applications to gather and organize information and to solve problems.

21st Century Life and Careers

WORK.9-12.9.1.12.B.3 - [Cumulative Progress Indicator] - Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

WORK.9-12.9.1.12.C.5 - [Cumulative Progress Indicator] - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

Students will engage with the following text:

Teacher-generated worksheets.
Musictheory.net tutorials
Essentials of Music Theory. Sumani, Sumani, and Manus

Additional resources include:

Master Theory. Peters and Yoder
Music in Theory and Practice. Benward and Saker
Tonal Harmony. Kostka, Payne, and Almen

Students will write:

Students will write vocabulary, rhythms, labels, and performance reflections with the following texts appropriate to instrument and skill level.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Label note names in both clefs
- Understand accidentals and enharmonics
- Label note names that are on ledger lines
- Students will be able to independently use their learning in new situations to discover how pitch varies depending on the placement of the note head.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Students will learn about accidentals and enharmonics through looking at a keyboard.
- Students will be given several practice activities on naming notes and writing notes.
- Students will create their own acronym for the lines and spaces for both clefs.

Accommodations/Modifications:

- Extra time for tests & quizzes.
 - Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
 - Provide an overview of the content at the beginning of the lesson.
 - Introduce new vocabulary before the lesson.
 - Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
 - Complete tasks to show students what they are to do.
 - Break long assignments into parts. Set a separate due date for each part.
 - Read directions aloud / Reread or explain the directions of the test if the student needs it.
 - Underline or highlight important words in the directions or test items.
 - Group questions so that similar kinds of items are together.
 - Block matching questions into small groups of four or five items.
 - Provide a list of words as answers for fill in the blank questions.
 - Eliminate one of the choices in multiple-choice items.
 - Allow additional time for classwork and tests.
 - Give the test to the student alone or in a small group.
 - Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
 - Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and after school.

Summative Assessments:

Students will be given a written test on note names and accidentals. They will be asked to label note names and draw specific note names. Many notes will contain accidentals

Accommodations/Modifications:

- Extra time for tests & quizzes.
 - Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
 - Provide an overview of the content at the beginning of the lesson.
 - Introduce new vocabulary before the lesson.
 - Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
 - Complete tasks to show students what they are to do.
 - Break long assignments into parts. Set a separate due date for each part.
 - Read directions aloud / Reread or explain the directions of the test if the student needs it.
 - Underline or highlight important words in the directions or test items.
 - Group questions so that similar kinds of items are together.
 - Block matching questions into small groups of four or five items.
 - Provide a list of words as answers for fill in the blank questions.
 - Eliminate one of the choices in multiple-choice items.
 - Allow additional time for classwork and tests.
 - Give the test to the student alone or in a small group.
 - Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.

- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and after school.

Performance Assessments:

Aural Performance Assessments: Students will be able to match pitches vocally, and identify intervals of a Perfect Unison, Perfect 4th, Perfect 5th, Perfect Octave, Major 2nd, Major 3rd, and Major 6th.

Accommodations/Modifications:

- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Provide a list of words as answers for fill in the blank questions.
- Give the test to the student alone or in a small group.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Music Theory I/II

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Unit 3 The Keyboard and Intervals	Unit Summary: Students will learn about the keyboard, where the notes are on it and how to find them. Additionally, students will learn about all intervals
Grade Level(s): 9-12	
Essential Question(s): <ul style="list-style-type: none"> • How is the keyboard organized? • What are the sharps/flats? • What is the difference between a half step and whole step? How do they sound? • What are intervals? • How do you write/identify intervals? 	Enduring Understanding(s): <ul style="list-style-type: none"> • Music contains several different intervals, which is the distance between notes. • Understanding the keyboard will help students hear/audiate what they are writing. • The keyboard has 88 keys, black keys and white keys.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<ol style="list-style-type: none"> 1. Mastery of the layout of the keyboard 2. Mastery of all intervals, including Perfect, Major, and Minor intervals, and the Tritone. 3. Reinforcement and Mastery of all accidentals, including the sharp, flat, natural, double flat, and double sharp. 	NJCCCS or CCS <ol style="list-style-type: none"> 1. VPA. 1.1.12.B.1 2. VPA. 1.3.12.B.2 3. VPA. 1.4.12.A.2
---	--

Inter-Disciplinary Connections:

<p>Language Arts</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.SL.1 - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.SL.2 - [Anchor Standard] - Integrate and evaluate information presented in</p>
--

diverse media and formats, including visually, quantitatively, and orally.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.6 - [Anchor Standard] - *Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.*

Science

CI.HS-PS4-5 - [Performance Expectation] - *Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.*

Social Studies

SOC.6.1.12 - [Standard] - *All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*

World Languages

WL.7.1.NM.A.1 - [Cumulative Progress Indicator] - *Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.*

WL.7.1.NM.A.2 - [Cumulative Progress Indicator] - *Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.*

Technology

TEC.9-12.8.1 - [Standard] - *All students will use computer applications to gather and organize information and to solve problems.*

21st Century Life and Careers

WORK.9-12.9.1.12.B.3 - [Cumulative Progress Indicator] - *Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.*

WORK.9-12.9.1.12.C.5 - [Cumulative Progress Indicator] - *Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.*

Students will engage with the following text:

| *Teacher-generated worksheets.*

Musictheory.net tutorials

Essentials of Music Theory. Sumani, Sumani, and Manus

Additional resources include:

Master Theory. Peters and Yoder

Music in Theory and Practice. Benward and Saker

Tonal Harmony. Kostka, Payne, and Almen

Students will write:

Students will write vocabulary, rhythms, labels, and performance reflections with the following texts appropriate to instrument and skill level.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Students will be able to independently use their learning in new situations to play simple melodies on the keyboard and identify/write intervals.
- Learn about where the notes are on the keyboard, and play simple melodies on the piano.
- Learn how to write and identify intervals.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Teachers will assess students as they engage in the learning activities. Teachers will also assess students on their grasp of the keyboard and how well they can identify/write intervals.

Accommodations/Modifications:

- Extra time for tests & quizzes.
- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Break long assignments into parts. Set a separate due date for each part.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Provide a list of words as answers for fill in the blank questions.
- Eliminate one of the choices in multiple-choice items.
- Allow additional time for classwork and tests.
- Give the test to the student alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.

- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and after school.

Summative Assessments:

Students will write an 8 measure melody that utilizes the presented vocabulary.

Accommodations/Modifications:

- Extra time for tests & quizzes.
 - Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
 - Provide an overview of the content at the beginning of the lesson.
 - Introduce new vocabulary before the lesson.
 - Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
 - Complete tasks to show students what they are to do.
 - Break long assignments into parts. Set a separate due date for each part.
 - Read directions aloud / Reread or explain the directions of the test if the student needs it.
 - Underline or highlight important words in the directions or test items.
 - Group questions so that similar kinds of items are together.
 - Block matching questions into small groups of four or five items.
 - Provide a list of words as answers for fill in the blank questions.
 - Eliminate one of the choices in multiple-choice items.
 - Allow additional time for classwork and tests.
 - Give the test to the student alone or in a small group.
 - Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
 - Preferential seating near area of instruction.
 - Extra help during individual or small-group lesson periods, during and after school.

Performance Assessments:

Performance assessment is ongoing. Teachers will assess students as they engage in the learning activities. Teachers will also assess students on their grasp of the keyboard and how well they can identify/write intervals.

Accommodations/Modifications:

- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Provide a list of words as answers for fill in the blank questions.
- Give the test to the student alone or in a small group.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Music Theory I/II

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Unit 4 Rhythm and Meter	Unit Summary: Students will learn about note duration and meter. Students will understand how to organize notes and rests into measures and be able to perform the rhythm. Students will be able to understand the difference between simple,
Grade Level(s): 9-12	duple, triple, and compound meters.
Essential Question(s): <ul style="list-style-type: none"> • How is music written? • How is music organized? • What are the different types of notes? • What does a dot do to a note? • What is meter and how does it impact the feel of the music? 	Enduring Understanding(s): <ul style="list-style-type: none"> • Music contains different rhythms. • The meter of the music is based on groupings of beats. • A dot adds half of the notes' original value.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<ol style="list-style-type: none"> 1. Understanding of melodic organization. 2. Mastery of all basic note and rest values. 3. Understanding of all simple, compound, and complex meters. 4. Understanding of how rhythmic differences contribute to a composition's aesthetic feel. 	NJCCCS or CCS <ol style="list-style-type: none"> 1. VPA. 1.3.12.B.2 2. VPA. 1.1.12.B.2 3. VPA. 1.1.12.B.1 4. VPA. 1.3.12.B.1
---	--

Inter-Disciplinary Connections:

Language Arts LA.9-10.CCSS.ELA-Literacy.CCRA.SL.1 - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.2 - [Anchor Standard] - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.6 - [Anchor Standard] - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Science

CI.HS-PS4-5 - [Performance Expectation] - Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

Social Studies

SOC.6.1.12 - [Standard] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

World Languages

WL.7.1.NM.A.1 - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

WL.7.1.NM.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

Technology

TEC.9-12.8.1 - [Standard] - All students will use computer applications to gather and organize information and to solve problems.

21st Century Life and Careers

WORK.9-12.9.1.12.B.3 - [Cumulative Progress Indicator] - Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

WORK.9-12.9.1.12.C.5 - [Cumulative Progress Indicator] - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

Students will engage with the following text:

Teacher-generated worksheets.

Musictheory.net tutorials

Essentials of Music Theory. Sumani, Sumani, and Manus

Additional resources include:

Master Theory. Peters and Yoder

Music in Theory and Practice. Benward and Saker

Tonal Harmony. Kostka, Payne, and Almen

Students will write:

Students will write vocabulary, rhythms, labels, and performance reflections with the following texts appropriate to instrument and skill level.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Learn the different note values and be able to write rhythms in various meters.
- Students will be able to perform these rhythms
- Students will be able to independently use their learning in new situations to write, understand, and perform rhythm.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR

UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Teachers will assess students as they engage in the learning activities.

Rhythm games.

Students will be able to use manuscript paper to draw their rhythmic compositions.

Students will perform each rhythm for the class.

Accommodations/Modifications:

- Extra time for tests & quizzes.
- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Break long assignments into parts. Set a separate due date for each part.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.

- Provide a list of words as answers for fill in the blank questions.
 - Eliminate one of the choices in multiple-choice items.
 - Allow additional time for classwork and tests.
 - Give the test to the student alone or in a small group.
 - Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
 - Preferential seating near area of instruction.
 - Extra help during individual or small-group lesson periods, during and after school.

Summative Assessments:

Students will write an 8 measure rhythm that utilizes the presented vocabulary.

Accommodations/Modifications:

- Extra time for tests & quizzes.
 - Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
 - Provide an overview of the content at the beginning of the lesson.
 - Introduce new vocabulary before the lesson.
 - Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
 - Complete tasks to show students what they are to do.
 - Break long assignments into parts. Set a separate due date for each part.
 - Read directions aloud / Reread or explain the directions of the test if the student needs it.
 - Underline or highlight important words in the directions or test items.
 - Group questions so that similar kinds of items are together.
 - Block matching questions into small groups of four or five items.
 - Provide a list of words as answers for fill in the blank questions.
 - Eliminate one of the choices in multiple-choice items.
 - Allow additional time for classwork and tests.
 - Give the test to the student alone or in a small group.
 - Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
 - Preferential seating near area of instruction.
 - Extra help during individual or small-group lesson periods, during and after school.

Performance Assessments:

Students will present their rhythm and the class will perform each rhythm.
Performance assessment is ongoing. Teachers will assess students as they engage in the learning activities.

Accommodations/Modifications:

- | Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
 - Provide an overview of the content at the beginning of the lesson.
 - Introduce new vocabulary before the lesson.
 - Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
 - Complete tasks to show students what they are to do.
 - Break long assignments into parts. Set a separate due date for each part.
 - Read directions aloud / Reread or explain the directions of the test if the student needs it.
 - Underline or highlight important words in the directions or test items.
 - Group questions so that similar kinds of items are together.
 - Block matching questions into small groups of four or five items.
 - Provide a list of words as answers for fill in the blank questions.
 - Eliminate one of the choices in multiple-choice items.
 - Allow additional time for classwork and tests.
 - Give the test to the student alone or in a small group.
 - Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
 - Preferential seating near area of instruction.
 - Extra help during individual or small-group lesson periods, during and after school.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Music Theory I/II

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Unit 5 Key Signatures & Score markings (Dynamics, articulation, etc.)	Unit Summary: Students will learn about key signatures, dynamics, and articulation markings in a music score. Students will add such devices within their own compositions.
Grade Level(s): 9-12	
Essential Question(s): <ul style="list-style-type: none"> • What is a key signature? Why are they used? • How do you determine what key the music is in? • What do the different articulation markings mean? • Dynamics are written throughout the piece to enhance the music. • Articulations are written in the music to create variation of sound. 	Enduring Understanding(s): <ul style="list-style-type: none"> • Key signatures are found at the beginning of every piece and determine what is “do.” • Dynamics are written throughout the piece to enhance the music. • Articulations are written in the music to create variation of sound.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<ol style="list-style-type: none"> 1. Mastery of all major and minor key signatures. 2. Understanding of the usage of key signatures in historical compositions. 3. Understanding how to determine the given key signature of a composition through score analyzation. 4. Mastery of the basic articulation marking definitions. 5. Mastery of all dynamic markings and how they influence a composition’s emotional quality. 	<u>NJCCCS or CCS</u> <ol style="list-style-type: none"> 1. VPA. 1.1.12.B.1 2. VPA. 1.4.12.A.2 3. VPA. 1.3.12.B.2 4. VPA. 1.1.12.B.2 5. VPA. 1.4.12.A.3
--	--

Inter-Disciplinary Connections:

Language Arts

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.1 - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.2 - [Anchor Standard] - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.6 - [Anchor Standard] - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Science

CI.HS-PS4-5 - [Performance Expectation] - Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

Social Studies

SOC.6.1.12 - [Standard] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

World Languages

WL.7.1.NM.A.1 - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

WL.7.1.NM.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

Technology

TEC.9-12.8.1 - [Standard] - All students will use computer applications to gather and organize information and to solve problems.

21st Century Life and Careers

WORK.9-12.9.1.12.B.3 - [Cumulative Progress Indicator] - Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

WORK.9-12.9.1.12.C.5 - [Cumulative Progress Indicator] - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

Students will engage with the following text:

Teacher-generated worksheets.
Musictheory.net tutorials
Essentials of Music Theory. Sumani, Sumani, and Manus

Additional resources include:
Master Theory. Peters and Yoder
Music in Theory and Practice. Benward and Saker
Tonal Harmony. Kostka, Payne, and Almen

Students will write:

Students will write vocabulary, rhythms, labels, and performance reflections with the following texts appropriate to instrument and skill level.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Determine the key of a piece of music.
- Learn the meaning of the different dynamic markings and articulations.
- Perform these dynamics and articulations and include them in a composition
- Students will be able to independently use their learning in new situations to write and identify key signatures, dynamics, and articulations.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Teachers will assess students as they engage in the learning activities.
Rhythm games.
Students will include dynamics and several articulation markings in their melody.
Students will write their melody in a different key.

Accommodations/Modifications:

- Extra time for tests & quizzes.
 - Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
 - Provide an overview of the content at the beginning of the lesson.
 - Introduce new vocabulary before the lesson.
 - Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
 - Complete tasks to show students what they are to do.
 - Break long assignments into parts. Set a separate due date for each part.
 - Read directions aloud / Reread or explain the directions of the test if the student needs it.
 - Underline or highlight important words in the directions or test items.
 - Group questions so that similar kinds of items are together.
 - Block matching questions into small groups of four or five items.
 - Provide a list of words as answers for fill in the blank questions.
 - Eliminate one of the choices in multiple-choice items.
 - Allow additional time for classwork and tests.
 - Give the test to the student alone or in a small group.
 - Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
 - Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and after school.

Summative Assessments:

Students will write an 8 measure composition outline that utilizes the presented vocabulary.
Students will perform the dynamics and articulations in their music.

Accommodations/Modifications:

- Extra time for tests & quizzes.
 - Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
 - Provide an overview of the content at the beginning of the lesson.
 - Introduce new vocabulary before the lesson.
 - Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
 - Complete tasks to show students what they are to do.
 - Break long assignments into parts. Set a separate due date for each part.
 - Read directions aloud / Reread or explain the directions of the test if the student needs it.
 - Underline or highlight important words in the directions or test items.
 - Group questions so that similar kinds of items are together.
 - Block matching questions into small groups of four or five items.
 - Provide a list of words as answers for fill in the blank questions.
 - Eliminate one of the choices in multiple-choice items.
 - Allow additional time for classwork and tests.
 - Give the test to the student alone or in a small group.
 - Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.

- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and after school.

Performance Assessments:

Students will present their rhythm and the class will perform each rhythm.
Performance assessment is ongoing. Teachers will assess students as they engage in the learning activities.

Accommodations/Modifications:

- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
 - Provide an overview of the content at the beginning of the lesson.
 - Introduce new vocabulary before the lesson.
 - Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
 - Complete tasks to show students what they are to do.
 - Break long assignments into parts. Set a separate due date for each part.
 - Read directions aloud / Reread or explain the directions of the test if the student needs it.
 - Underline or highlight important words in the directions or test items.
 - Group questions so that similar kinds of items are together.
 - Block matching questions into small groups of four or five items.
 - Provide a list of words as answers for fill in the blank questions.
 - Eliminate one of the choices in multiple-choice items.
 - Allow additional time for classwork and tests.
 - Give the test to the student alone or in a small group.
 - Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
 - Preferential seating near area of instruction.
 - Extra help during individual or small-group lesson periods, during and after school.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Music Theory I/II

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: UNIT 6: SCALES	Unit Summary: Students will learn what a scale is, how to write them, how they are formed, and start to sing the different scales using solfege and other syllables.
Grade Level(s): 9-12	
Essential Question(s): <ul style="list-style-type: none"> • How are scales written? • What are the different minor scales? • What are the aural differences? • What is the different between relative and parallel keys? 	Enduring Understanding(s): <ul style="list-style-type: none"> • Scales have the same intervallic pattern in each key. • Scales are the foundation of music writing.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<ol style="list-style-type: none"> 1. Written mastery of all major, natural minor, harmonic minor and melodic minor scales. 2. Identification aurally of major, natural minor, harmonic minor and melodic minor scales. 3. Mastery of the Parallel and Relative key signature relationships. 	<u>NJCCCS or CCS</u> <ol style="list-style-type: none"> 1. VPA. 1.1.12.B.1 2. VPA. 1.4.12.A.1 3. VPA. 1.3.12.B.2
---	--

Inter-Disciplinary Connections:

<p>Language Arts</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.SL.1 - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.SL.2 - [Anchor Standard] - Integrate and evaluate information presented in</p>
--

diverse media and formats, including visually, quantitatively, and orally.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.6 - [Anchor Standard] - *Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.*

Science

CI.HS-PS4-5 - [Performance Expectation] - *Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.*

Social Studies

SOC.6.1.12 - [Standard] - *All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*

World Languages

WL.7.1.NM.A.1 - [Cumulative Progress Indicator] - *Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.*

WL.7.1.NM.A.2 - [Cumulative Progress Indicator] - *Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.*

Technology

TEC.9-12.8.1 - [Standard] - *All students will use computer applications to gather and organize information and to solve problems.*

21st Century Life and Careers

WORK.9-12.9.1.12.B.3 - [Cumulative Progress Indicator] - *Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.*

WORK.9-12.9.1.12.C.5 - [Cumulative Progress Indicator] - *Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.*

Students will engage with the following text:

Teacher-generated worksheets.

Musictheory.net tutorials

Essentials of Music Theory. Sumani, Sumani, and Manus

Additional resources include:

Master Theory. Peters and Yoder

Music in Theory and Practice. Benward and Saker

Tonal Harmony. Kostka, Payne, and Almen

Students will write:

Students will write vocabulary, rhythms, labels, and performance reflections with the following texts appropriate to instrument and skill level.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Learn how to write these scales, what they sound like, their intervallic structure, and be able to perform them.
- Determine the relative and parallel keys as well as determine if a song is in the minor or major key by simply looking at the music.
- Students will be able to independently use their learning in new situations to write scales in all keys and identify those keys.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Teachers will assess students as they engage in the learning activities.
Students will write the scales and try playing several on the piano
Students will be able to use manuscript paper to write many of the scales.
Students will analyze music and determine the key

Accommodations/Modifications:

- Extra time for tests & quizzes.
- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Break long assignments into parts. Set a separate due date for each part.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.

- Group questions so that similar kinds of items are together.
 - Block matching questions into small groups of four or five items.
 - Provide a list of words as answers for fill in the blank questions.
 - Eliminate one of the choices in multiple-choice items.
 - Allow additional time for classwork and tests.
 - Give the test to the student alone or in a small group.
 - Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
 - Preferential seating near area of instruction.
 - Extra help during individual or small-group lesson periods, during and after school.

Summative Assessments:

Students will be given a test on major and minor (melodic, harmonic, and natural) scales in all keys.
Students will be asked to identify and write the scale/key.]

Accommodations/Modifications:

- Extra time for tests & quizzes.
 - Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
 - Provide an overview of the content at the beginning of the lesson.
 - Introduce new vocabulary before the lesson.
 - Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
 - Complete tasks to show students what they are to do.
 - Break long assignments into parts. Set a separate due date for each part.
 - Read directions aloud / Reread or explain the directions of the test if the student needs it.
 - Underline or highlight important words in the directions or test items.
 - Group questions so that similar kinds of items are together.
 - Block matching questions into small groups of four or five items.
 - Provide a list of words as answers for fill in the blank questions.
 - Eliminate one of the choices in multiple-choice items.
 - Allow additional time for classwork and tests.
 - Give the test to the student alone or in a small group.
 - Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
 - Preferential seating near area of instruction.
 - Extra help during individual or small-group lesson periods, during and after school.

Performance Assessments:

Students will present their rhythm and the class will perform each rhythm.
Performance assessment is ongoing. Teachers will assess students as they engage in the learning activities.

Accommodations/Modifications:

- | Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
 - Provide an overview of the content at the beginning of the lesson.
 - Introduce new vocabulary before the lesson.
 - Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
 - Complete tasks to show students what they are to do.
 - Break long assignments into parts. Set a separate due date for each part.
 - Read directions aloud / Reread or explain the directions of the test if the student needs it.
 - Underline or highlight important words in the directions or test items.
 - Group questions so that similar kinds of items are together.
 - Block matching questions into small groups of four or five items.
 - Provide a list of words as answers for fill in the blank questions.
 - Eliminate one of the choices in multiple-choice items.
 - Allow additional time for classwork and tests.
 - Give the test to the student alone or in a small group.
 - Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
 - Preferential seating near area of instruction.
 - Extra help during individual or small-group lesson periods, during and after school.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Music Theory I/II

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: UNIT 7: CHORDS	Unit Summary: Students will learn how to build chords and understand scale degrees to ultimately write four part harmony. For example, up to now, students have written one voice and now they will be learning about how to write more than one.
Grade Level(s): 9-12	
Essential Question(s): <ul style="list-style-type: none"> • What are the four different types of chords? • What is the scale degree name based on the root of the chord? 	Enduring Understanding(s): <ul style="list-style-type: none"> • Major, minor, diminished and augmented are the four major chord types. • The scale degrees are the same in each key.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<ol style="list-style-type: none"> 1. Written mastery of all major, minor, augmented, and diminished chords. 2. Written mastery of all modes, scale degree names. 3. Aural understanding of the characteristics of major, minor, augmented, and diminished chords. 	NJCCCS or CCS 1. VPA. 1.1.12.B.2 2. VPA. 1.1.12.B.2 3. VPA. 1.4.12.A.1
---	---

Inter-Disciplinary Connections:

Language Arts

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.1 - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.2 - [Anchor Standard] - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.6 - [Anchor Standard] - Adapt speech to a variety of contexts and

communicative tasks, demonstrating command of formal English when indicated or appropriate.

Science

CI.HS-PS4-5 - [Performance Expectation] - Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

Social Studies

SOC.6.1.12 - [Standard] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

World Languages

WL.7.1.NM.A.1 - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

WL.7.1.NM.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

Technology

TEC.9-12.8.1 - [Standard] - All students will use computer applications to gather and organize information and to solve problems.

21st Century Life and Careers

WORK.9-12.9.1.12.B.3 - [Cumulative Progress Indicator] - Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

WORK.9-12.9.1.12.C.5 - [Cumulative Progress Indicator] - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

Students will engage with the following text:

Teacher-generated worksheets.

Musictheory.net tutorials

Essentials of Music Theory. Sumani, Sumani, and Manus

Additional resources include:

Master Theory. Peters and Yoder

Music in Theory and Practice. Benward and Saker
Tonal Harmony. Kostka, Payne, and Almen

Students will write:

Students will write vocabulary, rhythms, labels, and performance reflections with the following texts appropriate to instrument and skill level.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Learn the different chord types and be able to build them in each key. They will learn the scale degrees and their names.
- Students will be able to independently use their learning in new situations to build chords and learn the different scale degrees.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Teachers will assess students as they engage in the learning activities.
Students will identify the different types, visually and aurally.
Students will play different chords.
Students will build chords on the appropriate scale degree.

Accommodations/Modifications:

- Extra time for tests & quizzes.
- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Break long assignments into parts. Set a separate due date for each part.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Provide a list of words as answers for fill in the blank questions.
- Eliminate one of the choices in multiple-choice items.
- Allow additional time for classwork and tests.
- Give the test to the student alone or in a small group.

- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and after school.

Summative Assessments:

Students will write and play several different chords in the different tonalities (major, minor, augmented, and diminished).

Accommodations/Modifications:

- Extra time for tests & quizzes.
- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Break long assignments into parts. Set a separate due date for each part.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Provide a list of words as answers for fill in the blank questions.
- Eliminate one of the choices in multiple-choice items.
- Allow additional time for classwork and tests.
- Give the test to the student alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and after school.

Performance Assessments:

Students will present their rhythm and the class will perform each rhythm.
Performance assessment is ongoing. Teachers will assess students as they engage in the learning activities.

Accommodations/Modifications:

- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.

- Break long assignments into parts. Set a separate due date for each part.
 - Read directions aloud / Reread or explain the directions of the test if the student needs it.
 - Underline or highlight important words in the directions or test items.
 - Group questions so that similar kinds of items are together.
 - Block matching questions into small groups of four or five items.
 - Provide a list of words as answers for fill in the blank questions.
 - Eliminate one of the choices in multiple-choice items.
 - Allow additional time for classwork and tests.
 - Give the test to the student alone or in a small group.
 - Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
 - Preferential seating near area of instruction.
 - Extra help during individual or small-group lesson periods, during and after school.