

**LISBON SCHOOL DEPARTMENT
UNIT DESIGN OUTLINE**

Unit Title: Unit 1: The Elements of Music Ch. 1-11

Unit Designers: Jonathan Carsley

Level(s): Gr. 9-12 Time Span: 6 Weeks

Content Area:

<input type="checkbox"/> Career Prep	<input type="checkbox"/> Health/PE	<input type="checkbox"/> M&C Languages	<input type="checkbox"/> Social Studies
<input type="checkbox"/> English Language Arts	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science & Tech	<input checked="" type="checkbox"/> Visual & Perf. Arts

Summary of Unit:

In this unit we will explore the 4 main properties of sound: pitch, duration, dynamics, and tone color. Students will also be introduced to the 6 broad categories that musical instrument are classified in: strings, woodwind, brass, percussion, keyboard, and electronic as well as the human voice. We will examine how composers organize melodic and harmonic ideas within the confines of formal structures and different styles. We will discuss notation tracing its root back to the monks of the Catholic Church and following its evolution to the modern day. Using musical examples to clarify meaning students will become familiar with what the terms melody, harmony and key are. We'll then examine form and texture as the terms apply to music. Finally we will look at the role of the composer, performer, and conductor in the context of the modern symphony orchestra.

Content Standards/Performance Indicators:

A3: Listening and Describing: Students listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter

D1: Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts)

- a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.
- d. Research and explain how art and artists reflect and shape their time

E1: Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction

E1 The Arts and History and World Cultures:

- a. Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.

E2 The Arts and Other Disciplines:

- a. Students analyze skills and concepts that are similar across disciplines.

E5 Interpersonal Skills: (Learning Behaviors) Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.

- a. Getting along with others
- b. Respecting differences
- c. Working as a team/ensemble
- d. Managing conflict
- e. Accepting/giving/using constructive feedback
- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior
- h. Following established rules/etiquette for

21st Learning Expectations:

1. Communicate effectively (oral, written, nonverbal)
2. Utilize available resources to find, analyze, evaluate, and synthesize information in an effective and ethical manner.
3. Use critical thinking skills, creativity, and innovation to solve problems and achieve goals.
5. Incorporate self-reflection and positive and negative feedback to learn from and fix mistakes.

Key Pre-Requisites:

(Before beginning this unit, students should know/understand/be able to...)

Knowledge:

- 9th Grade level of vocabulary and reading and writing skills
- Previous social studies knowledge as acquired in middle school and late elementary school

Skills:

- Able to take notes from lecture
- Able to follow along when a written handout is provided.
- Know how to study for quizzes and exam and understand the different types of test questions ie: multiple choice, true or false, fill in the blank, short answers, and fill in the blank.

Enduring Understandings:

- Music is the organization of sound in time
- Sound is governed by 4 main properties: Pitch, Duration, Tone Color, and Dynamics
- Instruments can be classified into family groupings based upon how they produce sound
- Musical ideas, both melodic and rhythmic, can be notated on the staff so that performers can replicate a composer's artistic intention
- Meter is the organization of beats into regular groupings.
- Melody is a series of notes that add up to a recognizable whole
- Harmony refers to the way chords are constructed and how they follow one another (progression)
- Key is the centering of a melody or harmony around a central tone or scale.

- Texture refers to how many different layers of sound are heard at once, what kind of layers there are, and how they relate to each other.
- Form is the organization of the musical elements in time.
- The composer, performer and conductor all have an important role in bringing to life a piece of music.
- Style is based upon the compositional practices of a particular period of time.

Essential Questions that Guide and Focus This Unit:

- What are the 4 main properties of sound?
- How are instruments classified into family groups?
- How do composers notate their musical ideas? What symbols exist to help performers understand a composer's artistic intentions?
- What is the function of meter? How does meter help to organize a composers rhythmic ideas?
- What is the role of melody, harmony, and key in a composition?
- How can form be used by composers to organize their musical ideas?
- How does the term musical texture differ from the texture as it pertains to visual art?
- What is the role of the composer, conductor, performer, and the audience in bringing a composition to life?
- What is style and how can stylistic practice be used to establish stylistic period on the music history timeline?

Key Knowledge and Skills students will acquire as a result of this unit:

Knowledge:

- Students will understand on a basic level how pitch and rhythm is notated on the staff.
- Students will understand how melody and harmony interact with one another
- Students will appreciate the symbiotic relationship that exist between a composer, performer, and the conductor
- Students will understand how meter is used to organize beat and rhythm

Skills:

- Students will be able to identify the 4 properties of sound and discuss how these elements can be organized within the confines of musical form.
- Students will be able to identify each instrument and be able to indicate which family each instrument is a member of.
- Students will be able to listen critically to examples provided in class and be able to explain what is happening in terms of melodic phrase structure and basic harmonic structures ie: tonic –dominant relationship and cadential patterns.
- Students will be able to explain what texture and form mean in terms of music and how it relates to visual arts use of the same term.

How will students provide evidence of their understandings? (*Be specific*)

- Written quizzes and exams which utilize a variety of different question styles
 - Ie: multiple choice, short answer, fill in the blank, true or false, etc.
- Questioned are posed during the course of the lecture to help clarify and assess their level of understanding.

- Online multiple choice quizzes and interactive flashcards are provided by McGraw-Hill textbook company for student to review material at home on their own time
www.mhhe.com/kamien

Teaching and Learning experiences used to help students understand:

- Students will be provided a copy of the PowerPoint handouts used for class lecture
- Students will take an active role in assisting with presenting materials found on each slide.
- Each chapter in the textbook have specific listening examples to help students understand the concepts discussed.
 - Students will keep a listening journal to record their thoughts on each of the assigned listening examples. Students will be given a list of adjectives used to describe music to enhance the quality of their journal entries. The teacher will model what a journal entry should look like in class.

Provisions for Extending Learning:

- The textbook comes with an interactive CD-ROM that features short video clips of each of the instruments of the orchestra
- Students can access interactive flashcards through the online learning center on www.mhhe.com/kamien to help them practice key terminology
 - This site also has an interactive glossary and web exercises

How will technology be used to increase student achievement? (*Be specific*)

- Music is organized into playlist by unit using iTunes
- LCD Projector is used to projected slide show on the board
- Various video file excerpts have been complied by instructor using YouTube and most often embedded directly into the PowerPoint Slide Show
- Interactive companion CD-ROM (See Above for Further Details)

Instructional Resources:

- Music: An Appreciation, 10th edition by Roger Kamien
- Basic CD Set 9 Discs for Music: An Appreciation, 10th edition by Roger Kamien
- Interactive companion CD-ROM
- Various video file complied by instructor using YouTube
- Howard Goodall's Big Bangs Episode 1 Notation DVD

Attach a copy of the unit assessment tool, including criteria for evaluation of student performance/product.

(Name of Assessment listed here)