**Earle School District**

**UNIT PLAN**

Teacher: \_Loughran\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_Music 7\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_7/8\_\_\_\_\_ Date: \_\_Depends on Marking Period\_\_ Appx Length: \_\_\_3 Weeks\_\_

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| **UNIT 2: Music Theory through Recorder** | | | **Integrated Disciplines:**  Literacy \_\_\_\_\_ Writing \_\_x\_\_ Math \_\_\_\_\_ Social Studies \_\_x\_\_  Science \_\_\_\_\_ English \_\_\_\_\_ Art \_\_\_\_\_ Music \_\_\_\_\_  GT \_\_\_\_\_ Computer \_\_\_\_\_ Other \_\_\_\_\_ | |
| **Standard/s (CCSS)**  **** [**CCSS.ELA-Literacy.W.7.1c**](http://www.corestandards.org/ELA-Literacy/W/7/1/c/) **Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.**  **** [**CCSS.ELA-Literacy.W.7.1d**](http://www.corestandards.org/ELA-Literacy/W/7/1/d/) **Establish and maintain a formal style.**  **** [**CCSS.ELA-Literacy.W.7.1e**](http://www.corestandards.org/ELA-Literacy/W/7/1/e/) **Provide a concluding statement or section that follows from and supports the argument presented.** | | | **Skills (SLE)**   |  | | --- | | **M.1.7.1**  **Sing a varied *repertoire* alone and with others**   1. **steady *beat*** 2. **pattern of a dotted eighth *note* followed by a sixteenth *note* or sixteenth *rest*** 3. **variety of *tempi* (e.g., *grave*, *vivace*)** 4. ***major* and *minor tonalities*** 5. **various *dynamic* levels 2** 6. **, or *cut time*, *meter*** 7. **• more complex *forms* and *harmonies* (e.g., *theme and variations*, *three-part* lines)** |  |  | | --- | |  | | **M.1.7.2**  **Play a varied *repertoire* alone and with others**   1. **steady *beat*** 2. **pattern of a dotted eighth *note* followed by a sixteenth *note* or sixteenth *rest*** 3. **variety of *tempi* (e.g., *grave*, *vivace*)** 4. ***major* and *minor tonalities*** 5. **various *dynamic* levels 2** 6. **, or *cut time*, *meter*** 7. **• more complex *forms* and *harmonies* (e.g., *theme and variations*, *three-part* lines)** |  |  | | --- | | **M.1.7.3**  **Refine correct techniques**   1. ***vocal exploration*** 2. ***found sounds*** 3. ***body percussion*** 4. ***classroom instruments*** 5. **posture—vocal and instrumental** 6. **breathing** 7. ***phrasing*** 8. ***articulation*** | | **M.1.7.4**  **Interpret and respond to a conductor** |   **M.1.7.5**  **Read**   1. **pattern of a dotted eighth *note* followed by a sixteenth *note* or sixteenth *rest*** 2. **variety of *tempi* (e.g., *grave, vivace*)** 3. **various *dynamic* levels 2** 4. **, or *cut time*, *meter*** 5. **• more complex *forms* and *harmonies* (e.g., *theme and variations*, *three-part* lines)** 6. **the *intervals* within the *staff* (e.g., Major 6, Perfect 5, Perfect 4, Major 3, Major *2, octave)***  |  | | --- | | **M.1.7.8**  **Notate**   1. **pattern of a dotted eighth *note* followed by a sixteenth *note* or sixteenth *rest* 2** 2. **2, or *cut time*, *time signature*** |   **M.2.7.1**  ***Improvise* using a variety of sound sources (e.g., computer, electronic sounds)**   |  | | --- | | **M.2.7.2**  ***Compose* an original *melodic* line with *accompaniment***    **M.2.7.3**  ***Arrange* unfamiliar songs using musical *expression*** | |  |  |  | | --- | | **M.3.7.4**  **Evaluate *performances* and *compositions* using a student-generated rubric** |   **M.4.7.1**  **Investigate music from various cultures, historical periods, and/or events (e.g., singing, *listening*, researching)**   |  | | --- | | **M.4.7.2**  **Identify connections**   1. **Between music and the other fine arts** 2. **Between music and disciplines outside the arts** | | |
| **Essential Questions/ Big Ideas:** Enduring Understanding, Relevance to students, Overarching Objectives  1. How is Melody created?  2. How is harmony created?  3. Is there good harmony and bad harmony? | | | **Vocabulary Words:**  **Recorder, Grand Staff, Treble Clef, Quarter Note, Quarter Note Rest, Half Note, Whole Note, Eighth Note, Eighth Note Rest, Sixteenth Note, Pitch, Rhythm, Blues, Recorder, Echo and Call and Response Song** | |
| **Learning Activities:**   * **Students will define musical staff vocabulary and rhythm vocabulary. Students will write definitions in their notebooks.** * **Students will identify and recognize rhythm patterns through sight and sound. Student will echo teacher given patterns and recognize these on the board.** * **Students will become familiar with the history of the recorder and proper care and maintenance of the recorder.** * **Students will hold the recorder with proper technique and learn how to create a low full sound.** * **Students will perform rhythms on one pitch (B, A, G) using Whole Notes, Half Notes, Quarter Notes, Quarter Note Rests, Eighth Note, Eighth Note Rests, Sixteenth Notes** * **Students will learn a BAG song by rote with Teacher Assistance** * **Students will learn a BAG song by reading music and through student music selection** * **Students will be able to compose a piece of music without using notation** * **Students will compose a piece of music without using notation for the recorder BAG** * **Students will compose a piece of music using notes BAGCD** * **Students will locate where blues music began and what parts of the US were influential in the development of the blues.** * **Students will identify the characteristics of blues music by listening to several examples** * **Students will perform GABCD scale and identify the notes of the Blues Scale by writing these on notation.** * **Students will identify blues scale through notation** * **Students will perform blues scale with various recordings helping them to decide if the song is a blues song or not.** * **Students will echo patterns using notes GABCD by echoing Teacher and also each other** * **Students will compose the echos that other students create.** * **Students will improvise patterns on BAGCD** * **Students will complete DTIEA chart for song analyzing the characteristics and mood of the blues song.** * **Students will learn a historical blues song on the recorder** * **Students will choose one of the blues songs and create an arrangement using percussion instruments, present these to class** * **Students stay in groups and choose piece of recorder music, Students complete final performance project** * **Students present these to the class** | | | **Blooms Taxonomy: All will be covered throughout unit**   * **Knowledge** * **Comprehension** * **Application** * **Analysis** * **Synthesis** * **Evaluation** | **Marzano’s Instructional Strategies: All will be coverd throughout unit**   * **Identifying similarities and differences** * Summarizing and note taking * Reinforcing effort and providing recognition * Homework and practice * **Nonlinguistic representations** * Cooperative learning * **Setting objectives and providing feedback** * Generating and testing hypothesis * Questions, cues, and advance organizers |
| **Assessments** | | | **Resources/Technology**  List of Websites, Read Aloud Books, Games & etc. | |
| **Daily:**   * **Exit Tickets** * **Visual and Aural Assessment** * **Notebook Checks** | **Interim:**   * **Student Performance Projects** | **Formative:**   * **Final Performance** * **Recorder, Rhythm, Pitch Unit Test** | **Recorders, Recorder Sheet Music, Rhythm Cards, Recorder Poster** | |