**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)**

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| **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)**
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| **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)**
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| **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***
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| **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)***

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| **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***
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**M.2.7.1** ***Improvise* using a variety of sound sources (e.g., computer, electronic sounds)**

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| **M.2.7.2** ***Compose* an original *melodic* line with *accompaniment*****M.2.7.3** ***Arrange* unfamiliar songs using musical *expression***  |
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| **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)**

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| **M.4.7.2** **Identify connections** 1. **Between music and the other fine arts**
2. **Between music and disciplines outside the arts**
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| **Essential Questions/ Big Ideas:** Enduring Understanding, Relevance to students, Overarching Objectives1. 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
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| **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** |