

**Audubon Public Schools**  
**Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills**  
**Written By: Lee DeLoach, Band Director**  
**Approved: June, 2017**  
**Course Title: Music Theory    Unit Name: Basic Notation    Grade Level: 11-12**

<p><b>Content Statements</b>          In this unit, students will explore the concept of Basic Music Notation as it pertains to Music Theory.</p>	<p><b>NJSLS:</b>          1.1-1.4</p> <p><b>Companion Standards:</b>          RST 9-12.5</p>
<p><b>Overarching Essential Questions</b>          What is Basic Music Notation?</p>	<p><b>Overarching Enduring Understandings</b>          Basic Music Notation is covered by making sure students can write things like whole notes, half notes, quarter notes correctly, understand time and key signatures, read and write both bass and treble clef, and know how to draw stems on various notes according to placement on the staff. A mastery of note recognition is also essential to this unit.</p>
<p><b>Unit Essential Questions</b>          Why do I have to know all the key signatures?          Why do I have to know how to read and write bass clef?          Why is it important to write noteheads and stems correctly?</p>	<p><b>Unit Enduring Understandings</b>          Key signature recognition is essential to Music Theory for all units. Students must know what key a piece of music is so they can analyze it, harmonize, etc. Bass clef is not as common as treble for many students, yet essential to 4-part writing. Writing music correctly gives one's compositions credibility among musicians and makes it easier to read and perform.</p>
<p><b>Unit Rationale</b>          Students must be able to read and write basic music notation to be successful in all the other units of music theory studied.</p>	<p><b>Unit Overview</b>          Students will have an understanding of Bass and Treble clef, be able to recognize and name notes, identify key and time signatures, know and understand note values, and be able to write various types of notes correctly (whole, half, eighth, dotted, etc) with stems in proper direction.</p>
<p><b>Authentic Learning Experiences</b>          Students will be able to read basic music notation out of the classroom in areas such as community music groups, church music groups, internet applications, etc..</p>	
<p><b>21st Century Skills and Themes</b>          Critical Thinking and Problem Solving – interpret and analyze music notation and theory          Collaboration – students can work together to analyze their various short music excerpts          Accessing and Analyzing Information – reading basic music with all of its markings, recognizing errors in writing, correcting.          Effective Oral and Written Communication – writing music and verbally describing music notation</p>	
<p><b>Unit Learning Targets/Scaffolding to CPIs</b>          This unit develops the student's knowledge of basic music notation and theory, and teaches the skills needed to be successful in the upcoming music theory units.</p>	
<p><b>Key Terms .</b>          Key Signatures – sharps and flats that relate to the music composition being performed.          Treble and Bass clefs – staff of music used for the various 4 parts (soprano, alto, tenor , bass)</p>	

Time Signatures – the setting of time according to the number of beats per measure and what type of note gets one beat in a measure. Notation – the writing of music and how it is notated on the page.
<b>Instructional Strategies</b> Lecture Performance Monitor Facilitate Model and Demonstrate
<b>Customizing Learning/ Differentiation</b> Special Needs - students will act as peer coaches to support students with special needs Gifted Learners - will model for and support the rest of the students and will be offered the opportunity to expand their own understanding of the material
<b>Formative Assessments</b> Tests and Quizzes
<b>Interdisciplinary Connections</b> Math – counting of both time and note value.
<b>Resources</b> Harmony and Voice Leading – Alldwell and Schachter,
<b>Suggested Activities for Inclusion in Lesson Planning</b> Worksheets and board exercises and drills Continuous assessment of music notation using written tests and quizzes.
<b>Unit Timeline</b> Ongoing

## Appendix

<b>Differentiation</b>	
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> <li>● Graphic organizers</li> </ul>

<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
<b>21st Century Skills</b>	
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	
<b>Integrating Technology</b>	
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>	