|  |  |
| --- | --- |
| Unit/Topic Title: **Theory of Music; Standard 3** | Trimester/Semester: **2** |
| Estimated Time (When): **Trimester 2** |

|  |
| --- |
| **Standard(s)**1. Theory of Music |
| **Prepared Graduates:*** Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form
* Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples
 |
|  |
| **Grade Level Expectation: 4th Grade** |
| **Concepts and skills students master:** |
| 1. Application and demonstration of the use of more advanced dynamics, tempo, meter and articulation using appropriate music vocabulary
2. Identification of aural and visual notations of basic musical forms
3. Analyze vocal and instrumental examples
4. Identify and aurally recognize melodic, rhythmic, and harmonic patterns
 |
| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**1.a. Apply vocabulary for mezzo-piano/mezzo-forte, andante, presto, and accelerando/ritardando in describing musical examples.1.c. Explain the function of the top and bottom numbers of a time signature in duple and triple meter2.c. Visually identify and apply D.C. al Fine, D.S. al Coda3.a. Aurally and visually identify specific instruments of the band and orchestra.3.b. Aurally identify music performances in two or more parts.4.b. Identify and use quarter-eighth, and eighth, eighth, eighth.4.e. Aurally distinguish between major and minor tonalities. | **Inquiry Questions:** 1. When people listen to a piece of music, what are they listening for?
2. Why are musical opposites important?
3. Why do composers usually use a combination of dynamics in a piece of music instead of using just one?
4. Why do composers rely on theme?
5. What is the purpose of a theme or variation?
6. Why are interludes important?
7. What part of a song is usually the most catchy or most important? Why does each voice and instrument have its own timbre?
8. How have historical events influenced musical styles?
9. How has the impact of technology and mass media affected band and orchestral music?
10. How do different styles of music affect audience response How will identifying melodic and rhythmic patterns improve individual and ensemble performance?
11. What does harmony add to music?
12. How does tonality affect the feeling of a piece of music?
13. Why would a composer use both major and minor tonalities in a composition?
 |
| **Relevance and Application:**1. Identification of similarities and differences in ways mezzo piano/mezzo forte, andante/presto, and accelerando/ritardando are used in various cultures, historical pieces, genres, and styles allows a novice listener to build musical literacy.
2. Understanding that most musical terms are Italian builds context for the source of contemporary, western music terminology.
3. Musical vocabulary has a strong correlation to adverbs in literature. The ability to explain how duple and triple meters compare to the base ten mathematics pattern gives insight to the mathematical nature of music.
4. Music from various cultures, historical periods, genres, and styles have specific and identifiable themes and variations.
5. Mass media uses identifiable themes and variations when determining theme songs for commercials, television shows, etc.
6. Theme and variation are used throughout the arts and among many disciplines and vocations (such as visual art, dance, literature, interior design).
7. Choices made in instrumentation reflect the composer's emotions, ideas, imagination, and cultural context.
8. Video and audio clips assist in isolating instruments in a band or orchestra to identify the instrument's unique sound.
9. Marketing companies make choices on music to use in marketing campaigns based on instrumentations that would appeal to their target audience. (Orchestral instrumentation sends a message of high quality, jazz instrumentation sends a sultry or moody message, and popular music appeals to a youthful audience.)
10. Four-beat musical patterns gives insight to poetry patterns in literature, simple contemporary songs, and nursery rhymes.
11. Music from various cultures, historical periods, genres, and styles can be compared based on the use of diatonic scale and four-beat rhythmic patterns.
12. Mass media predominantly employs diatonic scales and four-beat rhythmic and melodic components because they are easily recognizable.
 |
| **Nature of the Discipline (Mathematics, Science, etc.):**1. Expressive elements enhance musical performance.
2. Musical compositions have a specific structure that is defined by the use of elements.
3. Unique tone qualities are found in varying styles and genres of music
4. Music notation is a visual representation of organized sound and silence.
5. Patterns occur in music and in the world.
 |
| **Essential Vocabulary** |
| * accelerando, andante, band/orchestra instruments (brass, strings, woodwind, percussion), D.C. al Fine, D.S. al Coda, dynamic, fine, form/sections, harmony, major/major scale, meter/time signature, mezzo forte, mezzo piano, minor/minor scale, syncopation, tempo, tempo changes, tonal center, tone color
 |
|

|  |
| --- |
| **Assessments** |
| * TBD
 |
| **Instructional Resources** |
| * Spotlight on Music, Grade 4, teacher’s book; CD
 |

 |