

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
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Course Title: Music Theory Unit Name: Keys, Scales, and Intervals Grade Level: 11-12

<p>Content Statements In this unit, students will explore the concept of Scales and Intervals</p>	<p>NJSLS: 1.1-1.4</p> <p>Companion Standards: RST 9-12.5</p>
<p>Overarching Essential Questions What are Scales? What are Intervals?</p>	<p>Overarching Enduring Understandings Scales (Major, minor, others) are a sequence of musical notes in ascending and descending order that provide material for or are used to conveniently represent part or all of a musical work including melody and/or harmony. An interval is the distance between two musical notes. Intervals are used to build various scales and patterns.</p>
<p>Unit Essential Questions Why do I have to learn scales? What is the purpose of learning different intervals?</p>	<p>Unit Enduring Understandings Scales are essential to composing and performing music, because they are the basis for which music is created. Each piece of music studied has as its core or is related to a specific scale. Learning different intervals helps students understand how to build various scales, and also helps students with ear training.</p>
<p>Unit Rationale Scales and Intervals are essential to learning how to compose music in different keys, as well as being able to build chords such as triads and seventh chords (in next unit).</p>	<p>Unit Overview Students will be able to build all 12 major and minor scales, and will have an understanding using various intervals of how they are built. Students will also be able to identify visually all perfect, major, minor, augmented, and diminished intervals.</p>
<p>Authentic Learning Experiences Students will be able to use their study of scales and intervals in various musical ensembles, vocally and instrumentally, to help their musicianship get better and perform to the utmost of their ability.</p>	
<p>21st Century Skills and Themes Critical Thinking and Problem Solving – interpret various interval and scale exercises through word and pencil. Collaboration – students can work together to build scales and analyze various intervals. Accessing and Analyzing Information – hearing or seeing the interval or scale, analyzing by word or written answer, correcting where necessary, or comparing when necessary. Effective Oral and Written Communication – interpreting interval and scale exercises both orally and through writing.</p>	
<p>Unit Learning Targets/Scaffolding to CPIs This unit develops the student’s knowledge of scales and intervals, and helps develop that skill for future use when learning chords and 4-part writing.</p>	
<p>Key Terms . Major, minor, augmented, diminished – the quality or sound of an interval based on its distance from note to note. Scale – a sequence of musical notes in asc. and desc. order that provide material for a melody or harmony.</p>	
<p>Instructional Strategies Lecture</p>	

Performance Monitor Facilitate Model and Demonstrate
Customizing Learning/ Differentiation 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
Formative Assessments Tests and Quizzes
Interdisciplinary Connections Math – counting of steps for intervals and using sequential patterns to build scales
Resources Harmony and Voice Leading – Alldwell and Schachter,
Suggested Activities for Inclusion in Lesson Planning Worksheets and board exercises and drills
Unit Timeline Ongoing

Appendix

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

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