

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
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Course Title: Music Theory
Unit Name: Procedures of Four-Part Writing
Grade Level: 11-12

<p>Content Statements In this unit, students will explore the concept of 4-part writing using the Bach style of the 18 century</p>	<p>NJSLS: 1.1-1.4</p> <p>Companion Standards: RST 9-12.5</p>
<p>Overarching Essential Questions What is four-part writing?</p>	<p>Overarching Enduring Understandings Four part writing is composing music for 4 voice or instrument parts, usually Soprano, Alto, Tenor and bass. Four part writing rules were first created by JS Bach in the 18th century, and many of his techniques are still used today.</p>
<p>Unit Essential Questions Why do we have to follow the rules from Bach?</p>	<p>Unit Enduring Understandings The style that Bach used was the basis for all music composition back then, and is still used today in some cases, although many of the rules used back then are “broken” to form the contemporary style of writing used today. However, knowing and using the rules properly aids in the ability and understanding of composing music in 4 parts, and will eventually help in understanding how to “break” them when necessary.</p>
<p>Unit Rationale Four part writing was and is still the basis for most music composition and harmonization of melodies. It is essential to know these techniques to move on to composition and arranging classes in college and beyond.</p>	<p>Unit Overview Students will be able to harmonize basic melodies using the 4-part writing technique of Bach, focusing on specific methods that are laid out by Bach. Students will understand these methods and apply them to various situations when encountered, such as a Soprano melody or a bass example needing melody and inner voices added. Students will also understand how and when to use various chords such as dominant and its inversions (7th and triads), ii and IV, VII6, Cadential 6/4, and more.</p>
<p>Authentic Learning Experiences Students will be able to use their study of 4-part writing to better understand music when performed outside of the class, such as band, choir, or local community performing groups (choirs, bands, etc)</p>	
<p>21st Century Skills and Themes Critical Thinking and Problem Solving – interpret various 4-part writing exercises using Bach methods Collaboration – students can work together to create and harmonize exercises. Accessing and Analyzing Information – seeing the exercise given, understanding how to go about harmonizing it, applying the Bach methods, and analyzing how each method worked after use (could something be done better?) Effective Oral and Written Communication – interpreting 4-part writing exercises through class discussion and written exercises.</p>	
<p>Unit Learning Targets/Scaffolding to CPIs This unit develops the student’s knowledge of 4-part writing, and further develops their ability to analyze chords and structure using voice leading techniques. Will lead to possible composition and orchestration techniques in college if needed.</p>	
<p>Key Terms .</p>	

Soprano, Alto, Tenor, and Bass – the various voice parts used to write 4-part exercises.
 Voice Leading – how to lead one voice to another using the Bach methods and techniques, and how and where to use certain chords to enhance that given 4-part exercise.

Instructional Strategies

Lecture
 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 triads and 7ths

Resources

Harmony and Voice Leading – Alldwell and Schachter,
 Contrapuntal Harmonic Technique of the 18th Century - McHose

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

<p>Intervention & Modification</p>	<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
<p>ELLs</p>	<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
<p>21st Century Skills</p>	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	
<p>Integrating Technology</p>	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	