

Unit Overview	Class: Grade 9 Band	Title: Intervals
<p>Context: This is the third theory unit of the grade 9 theory program. The first focused on note and rest lengths as well as distinguishing between semitones and whole tones while the second unit focused on major and minor scales. The unit after this will be learning Maj/min triads.</p> <p>Around half of the grade 9's have learned a little bit of theory while the other half has no experience whatsoever.</p> <p>It is both important to both learn the basics of music theory for those with no experience while also making it engaging for those who have learned this before. That is why I am adding the ear training section has been added for this unit</p>	<p>Summary: This interval unit will explore all basic intervals including Maj/min seconds, thirds, sixths and sevenths as well as perfect fourths and fifths. Augmented and diminished intervals are more complex and will be taught at a different grade level.</p> <p>Ear training will also be a key element in this unit plan. Students will be tested on distinguishing all the above intervals by ear as well as whether or not a chord is major or minor. Ear training will not be worth many marks on the final unit test but it's still very important for beginner music students to be introduced to.</p>	
<p>Expectations</p> <p>B1 The Critical Analysis process B1.2 identify and describe the use of elements and other components of music in a variety of selections, including their performance repertoire</p> <p>C1 Theory and terminology C1.1 demonstrate an understanding of the elements of music, particularly through practical application and oral recognition, and use appropriate terminology related to these elements</p> <p>C1.2 demonstrate an understanding of, and use proper terminology when referring to, fundamental concepts associated with notation</p> <p>C1.3 reproduce or identify accurately, from notation and/or listening, simple melodic, rhythmic, and harmonic examples</p>	<p>Unit Guiding Questions:</p> <p>Can students learn how to distinguish all the intervals discussed in this lesson and notate them?</p> <p>Can students distinguish the intervals and triads by memorizing the distinct sounds that make up each interval?</p> <p>Lesson Guiding Questions A specific guiding question for each lesson / activity</p> <p>Lesson/Activity 1: will students be able to understand perfect intervals in both a Maj/min key and identify them when played?</p> <p>Lesson/Activity 2: Will Students be able to understand Maj/min thirds and sixths? as well as being able to identify these when played on piano?</p> <p>Activity: will students be able to work together in their small groups to create a unique melody?</p> <p>Lesson/Activity3: Will the students be able to understand what Maj/min 7ths are and what they sound like?</p> <p>Activity: Will sections be able to identify the different types of intervals used in our repertoire?</p> <p>Lesson/ Activity 4: Are students able to use online software such as Music Theory.net to solidify their learning?</p> <p>Activity: Using the information given in this unit and in</p>	

	<p>previous units, Can students compose a melody and experiment with creating a harmony using online software such as Finale or Note Flight?</p> <p>Lesson/Activity 5: Can students ask appropriate questions if needed to help them study for the upcoming unit test?</p> <p>Activity: When students are called upon, are they able to identify the intervals shown on the projector?</p>
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Assessment and Evaluation: How will students demonstrate their learning?

Assessment of Learning:	<p>The assessment for learning for this course will be a culminating test at the end of the unit. Students will be tested on all types of intervals that were discussed in this unit in both Bass and Treble Clefs. Students will also need to identify intervals above or below the given note.</p> <p>The second but smaller section of the test will be the ear training section. Students will be asked to identify a simple melody, rhythm and some isolated intervals.</p>
Assessment for Learning	<p>Checkpoints: Throughout the unit plans, students will be given multiple assessments for and as learning. These are vital to facilitate student learning and help identify some areas they need help with and some areas they are conferrable with (on an Individual basis).</p> <p>Exit Tickets will be given to each student with 15 minutes remaining in lesson 2 and 4. Each will have a couple of questions on them that must be answered by students that will help get their minds thinking on areas to focus on for this unit.</p> <p>Exit Ticket Questions Lesson 2: What are you most nervous about learning and understanding in this lesson? Ear training perhaps? Or maybe identifying minor intervals?</p> <p>In what areas do you feel you are most strong and comfortable with in regards to this unit?</p> <p>Exit Ticket Questions Lesson 4 Do you enjoy composing melodies? Why or why not?</p> <p>At the end of lesson two I asked you what areas of the unit you are feeling more nervous about and what areas are you most confident in. Has your answer changed? Why or why not?</p> <p>Peer reviewed quiz Lesson 3 The consolidation of this lesson will feature a peer reviewed quiz. This quiz will feature all intervals previously learned in the unit as well as some ear training exercises. This quiz will not count towards their marks however it will allow students and the teacher to gauge how well they are learning the unit's contents. For the teacher, this allows for them to adapt the remaining lessons to focus on areas the class is struggling with.</p>

Unit Lessons: How will assessment and instruction be organized for learning? There will be all three types of assessment in this unit

(Alter number of lessons & duration as necessary)

Approx.
Duration
1 class
= 75
minutes

Lesson 1	<p>Perfect intervals in major and minor keys</p> <p>Teacher will provide a introduction to Intervals and explain their importance. After this the teacher will play some introductions to songs and identify some of the intervals</p>	
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	<p>played.</p> <p>Teacher will remind students on what tones and semitones, know this is the key to being able to identify intervals.</p> <p>Then the teacher will explain what perfect 4ths and 5^{ths}, unisons and octaves; how to notate them and how to detect them. The teacher will explain a couple strategies that students can use to help figure out the interval:</p> <ol style="list-style-type: none"> 1. Count the lines and spaces from the below note up to the top note(including the bottom note) 2. Using a piano drawn up on a scrap piece of paper) the student may count the appropriate amount of semitones. Six for perf 4th and seven for perf 5th <p>The teacher will explain that counting down to a note (aka starting from a high note) is different than starting with the bottom note. Tip: when using the same two notes (eg C and G) both sets of intervals (beginning with C) going up or down always equal nine. If C is the lower note then it's a perfect 5th. If C is the higher note then it's a perfect 4th. 5+4=9</p> <p>After this the teacher will play these intervals on a variety of instruments so students can begin to hear what they sound like and will begin to ask students to identify them. Students will also take out their instruments and begin to play perfect intervals in different keys.</p> <p>This will be followed by a practice melodic and a rhythmic dictation.</p> <p>Using the <u>popcorn method</u> students, will try and identify songs they know that begin with a perfect intervals Star Wars: Perf 5th Somewhere over the Rainbow: Octave Amazing Grace Perf 4th</p>	
Lesson 2	<p>Maj/Min thirds and sixths</p> <p>Teacher will run a <u>Kahoot</u> which students can connect with their phones (or write answers down on a separate piece of paper) on Perfect intervals.</p> <p>Teacher will explain using multiple examples what a Maj/min thirds and sixths are. The Teacher will play them multiple times on instruments (preferably a piano). The teacher will also write down on the board the correct key signature for all instruments for Bb Concert. Eg Bb instruments are playing C major while C instruments are playing Bb Major etc.</p> <p>Students will then be put into groups of four or five and will be asked to create a melody. Each group member will be tasked to create and write down a two bar melody in Bb concert using the intervals so far learned in this lesson and the previous lesson. After this has been completed students will practice their own two bars on their instruments and each group member will play their section one after the other creating a continuous melody for the class.</p> <p>After this has been completed the teacher will run through an ear training exercise consisting of intervals previously learned as well as a four bar rhythmic dictation.</p> <p>Students will be given an exit ticket created by the teacher consisting of two questions.</p>	

	Students must hand in the exit ticket before they leave for their next class.	
Lesson 3	<p>Learning Maj/min 2nds and 7ths.</p> <p>Think Pair Share Activity- The Teacher will play sections of any song of their choosing and will pause incrementally and ask pairs of students to try and identify how many perfect intervals were in that section.</p> <p>The teacher will explain and show multiple examples of what a Maj/min second and seventh intervals look like and how to identify them. The teacher will again reiterate that there are different ways of writing intervals.</p> <p><u>Group Activity</u>: Students will be put in groups with other students who play the same instruments. They will be asked to identify intervals in repertoire they have received so far this year.</p> <ul style="list-style-type: none"> • The teacher will come around to each group and check in on how they are doing. • This is meant to review and show firsthand that intervals are commonly used in music. • After this has been completed there will be a class discussion on their findings. <p>Students will be given a short 10 question <u>quiz</u> focusing on writing intervals above and below the given note. There will also be a four bar melodic dictation and 6 interval ear training.</p> <p>This quiz will not count towards marks and there will be reviewed by the writer then handed in to the teacher.</p> <p>The teacher will review the quizzes and adapted the next couple of lessons to better help areas students are struggling with.</p>	
Lesson 4	<p>Online music software:</p> <p>This lesson will give students the opportunity to complete a few activities on a laptop/iPad on intervals and ear training. If students do not own one of these then one will be provided to them by the school.</p> <p>Teacher will go over how to use a few music software's and websites that students will use to complete a few tasks. Software include: Note flight and MusicTheory.net</p> <p>The first task will put students into groups of three. Each student will log onto Note Flight and create a 6 bar melody. Students may also include some harmony in an bass clef. After melodies have been written each will be played for the other group member who try and figure out the intervals used in the melody.</p> <ul style="list-style-type: none"> • A fun twist to this activity is the melodies have to be written in accordance to a theme. For example one group could write their melody's as a motif for a cartoon character of their choosing. <p>The second activity will be individual and will require the use of MusicTheory.net.</p>	

	<p>Students will be asked to complete both “Interval identification” and “Interval Construction sections”. They are able to skip any augmented or diminished questions. If this website isn’t a goof fit we could also use Teoria.com.</p> <p>: <u>Exit Ticket</u>- Students will receive an exit ticket and will be asked to answer these two questions:</p> <p>Do you enjoy composing melodies? Why or why not?</p> <p>At the end of lesson two I asked you on what areas of the unit are you feeling more nervous about and what areas are you most confident in. Has your answer changed? Why or why not?</p>	
Lesson 5	<p>Test review:</p> <p>: <u>Think Pair Share Activity</u>: students will discuss with a partner what the most challenging intervals are to hear and to notate. This lesson will be dedicated to reviewing all material in the unit.</p> <p>The first half of the action will be a review of intervals. The teacher will project a sheet of interval questions of the black board and will go around to each student and ask them to answer one of the questions. After this has been completed a ear training session will be held. Teacher will play multiple interval examples followed by a melody and then a rhythmic dictation.</p> <p>The second half is time for all students to practice however they like. Some can group up and work on ear training, or work on intervals individually. Students may also use online software to help.</p> <p>Students will be encouraged to ask questions to the teacher or their peers for any clarification or help.</p> <p>The final activity will be a walkthrough/ discussion of the test. Students are encouraged to question aspects of the test: whether they want more marks for ear training or less, for example.</p>	
Lesson 6	<p>Unit Test:</p> <p>Students will have the entire class to complete the test. 15 minutes after students have begun the test the ear training will begin. Teacher will play all examples on a piano (intervals, melodic and rhythmic dictation)</p> <p>All students with IEP are encouraged to use them it if they wish.</p> <p>If students complete the test early they are allowed to do any other unfinished work form this class or a different class.</p> <p>If students need more time, they will be given 30 min afterschool to complete the remainder of the test.</p>	

Title Maj/min 2nds and 7ths Lesson #3		AMU10
Critical Learning		Guiding Questions
<p>Students will use the critical analysis process to help them distinguish between Maj/min 2nds and third intervals. They will use the creative process to solidify their learning and create new with intervals.</p>		<p>Are students able to understand and notate the smallest intervals and some of the largest?</p>
Curriculum Expectations		
<p>A.1. The Creative Process: apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music;</p> <p>The Critical Analysis process B1.2 identify and describe the use of elements and other components of music in a variety of selections, including their performance repertoire</p> <p>Theory and terminology C1.1 demonstrate an understanding of the elements of music, particularly through practical application and aural recognition, and use appropriate terminology related to these elements</p> <p>C1.2 demonstrate an understanding of, and use proper terminology when referring to, fundamental concepts associated with notation</p> <p>C1.3 reproduce or identify accurately, from notation and/or listening, simple melodic, rhythmic, and harmonic examples</p>		<p>Learning Goals (Unpacked Expectations) At the end of this lesson, students will be able to understand what the Maj/min intervals sound like and how to notate them.</p> <p>They will also be able to write a unique melody using all intervals learned in this unit.</p>

Instructional Components and Context

Readiness

Students should know a basic understanding of music theory, including major and minor keys, whole/semi tones as well as previously learned intervals.

Materials

Projector and white board
Black board
Laptops for students,
Piano and other instruments.

Terminology

Super Tonic
Leading Tone
Note Flight

Title Understanding 2nds and 7 th intervals Lesson #3		AMU10
Minds On	Approximately 10 minutes	Pause and Ponder
<p>Think pair share: this activity incorporates critical and creative processes.</p> <p>Think Pair Share Activity- The Teacher will play a sections of any song of their choosing and will pause incrementally and ask pairs of students to try and identify how many Perfect intervals were in that section.</p> <p>This is a create way to both Hear intervals in pop music that students may listen to on their own time and prove that composers and song writers use intervals in their music (it's not a waste of time)</p>		<p>Assessment for Learning (AfL): Think pair share activity</p> <p>Assessment as Learning (AaL): Mini quiz at the end of the lesson</p>
Action!	Approximately 45 minutes	
<p><i>The Action will consist of two segments:</i></p> <ol style="list-style-type: none"> 1) <i>Teacher will go ahead and explain what a Maj/min second and seventh look and sound like. Teacher will also reiterate the different strategies used to figure out intervals when notated. Teacher will use a projectoir and/or blackboard to give students multiple examples of each interval.</i> 2) Group Activity: Students will be put in groups with other students who play the same instruments. They will be asked to identify intervals in repertoire they have received so far this year. 3) The teacher will come around to each group and check in on how they are doing. 4) This is meant for review and to show firsthand that intervals are commonly used in music. 5) After this has been completed there will be class discussion on their findings 		
Consolidation	Approximately 20 minutes	

Mini quiz: Students will be given a short 10 question quiz focusing on writing intervals above and below the given note. There will also be a four bar melodic dictation and 6 interval ear training.

This quiz will be not count towards marks and will be reviewed by the writer then handed in to the teacher. The teacher will announce each correct answer one by one fore each student to correct on their own test.

Teacher will review the quizzes and adapted the next couple of lessons to better help areas students are struggling with.

Title Learning perfect intervals Lesson # 1		AMU10
Critical Learning	Guiding Questions	
Students will use both the creative process and the critical thinking process to understand, analyze and assess perfect intervals.	Will students be able to understand perfect intervals in both a Maj/min key and identify them when played?	
Curriculum Expectations		
<p>A.1. The Creative Process: apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music;</p> <p>The Critical Analysis process B1.2 identify and describe the use of elements and other components of music in a variety of selections, including their performance repertoire</p> <p>Theory and terminology C1.1 demonstrate an understanding of the elements of music, particularly through practical application and aural recognition, and use appropriate terminology related to these elements</p> <p>C1.2 demonstrate an understanding of, and use proper terminology when referring to, fundamental concepts associated with notation</p> <p>C1.3 reproduce or identify accurately, from notation and/or listening, simple melodic, rhythmic, and harmonic examples</p>	<p>Learning Goals (Unpacked Expectations)</p> <p>At the end of this lesson, students will be able to identify Perfect 4th, 5th, octave, and unison intervals by listening and seeing them on staff paper. Students will also begin to learn melodic dictation</p>	

Instructional Components and Context	
<p>Readiness</p> <p>Students should know a basic understanding of music theory, including major and minor keys, whole/semi tones.</p> <p>Students will learn one of the keys to unlocking the vault of music and composition.</p> <p>Terminology</p> <p><i>Perfect Octave Unison Fourth and fifth.</i></p>	<p>Materials</p> <p>Projector and white board</p> <p>Variety of instruments including piano</p> <p>Bluetooth speaker</p> <p>Internet access</p>

Title <i>Perfect Intervals</i> Lesson #1		AMU10
Minds On 15minutes	Approximately #	Pause and Ponder
<p>Teacher will provide an introduction to Intervals and explain their importance. After this the teacher will play some introductions to songs and identify some of the intervals played. Song list include: Walk This Way Aerosmith, Shake it Off Taylor swift Mars: Gustav Holst I Vow To Thee, My Country</p>		<p>Assessment as Learning (AaL)</p> <p><i>The melodic dedication will be gone over after its completion and the teacher will say what each of the intervals were. Students may mark their own to see how well they did.</i></p>
Action! 45minutes	Approximately #	
<p>Then The teacher will explain what perfect 4ths and 5th, unisons and octaves; how to notate them and how to detect them. The teacher will explain a couple strategies that students can use to help them figure out the interval:</p> <ol style="list-style-type: none"> 1. Count the lines and spaces from the below note up to the top note(including the bottom note) 2. Using a piano drawn up on a scrap piece of paper) the student may count the appropriate amount of semitones. Six for perf 4th and seven for perf 5th <p>The teacher will also explain that counting down to a note (aka starting from a high note) is different than starting with the bottom note. Tip: when using the same two notes (eg C and G) both sets of intervals (beginning with C) going up or down always equal nine. If C is the lower note then it's a perfect 5th. If C is the higher note then it's a perfect 4th. 5+4=9</p> <p>These three topics will be discussed during every lesson of the unit as these are very important for the students to understand and ingrain.</p> <p>After this the teacher will play these intervals on a variety of instruments so students can begin to hear what they sound like and will begin to ask students to identify them. Students will also take out their instruments and begin to play perfect intervals in different keys. Students can group up in pairs or small groups to carry out this task, each can play 2 sets of intervals and challenge their peers to figure out what intervals are being played.</p> <p>This will be followed by a practice melodic dictation. The melodic dictation will be 4 bars long in 3/4, time and will only consist of the intervals learnt in this lesson.</p>		<p>Differentiation (DI)</p> <p><i>Students are able to play intervals on their instruments or find recordings using their phones.</i></p>
Consolidation	Approximately 10 minutes	

Using the <u>popcorn method</u> students will try and identify songs they know that begin with a perfect intervals	
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Star Wars: Perf 5th

Somewhere over the Rainbow: Octave

Amazing Grace Perf 4th

Title Understanding 2nds and 7th intervals Lesson #3		AMU10
Minds On	Approximately 10 minutes	Pause and Ponder
<p>Think pair share: this activity incorporates critical and creative processes.</p> <p>Think Pair Share Activity- The Teacher will play a sections of any song of their choosing and will pause incrementally and ask pairs of students to try and identify how many Perfect intervals were in that section.</p> <p>This is a create way to both Hear intervals in pop music that students may listen to on their own time and prove that composers and song writers use intervals in their music (it's not a waste of time)</p>		<p>Assessment for Learning (AfL): Think pair share activity</p> <p>Assessment as Learning (AaL): Mini quiz at the end of the lesson</p>
Action!	Approximately 45 minutes	
<p>The Action will consist of two segments:</p> <ol style="list-style-type: none"> 6) Teacher will go ahead and explain what a Maj/min second and seventh look and sound like. Teacher will also reiterate the different strategies used to figure out intervals when notated. Teacher will use a projectoir and/or blackboard to give students multiple examples of each interval. 7) <u>Group Activity</u>: Students will be put in groups with other students who play the same instruments. They will be asked to identify intervals in repertoire they have received so far this year. 8) The teacher will come around to each group and check in on how they are doing. 9) This is meant for review and to show firsthand that intervals are commonly used in music. 10) After this has been completed there will be class discussion on their findings 		
Consolidation	Approximately 20 minutes	

Mini quiz: Students will be given a short 10 question quiz focusing on writing intervals above and below the given note. There will also be a four bar melodic dictation and 6 interval ear training.

This quiz will be not count towards marks and will be reviewed by the writer then handed in to the teacher. The teacher will announce each correct answer one by one fore each student to correct on their own test.

Teacher will review the quizzes and adapted the next couple of lessons to better help areas students are struggling with.