# LAMP – Theory Unit – Day 5

# Content and Achievement Standards

* **Content Standard #1** – *Singing, alone and with others, a varied repertoire of music.*

**Achievement Standard:**

1. Students will sing accurately with good breath control throughout their singing ranges, alone and in small and large ensembles.

* **Content Standard #2** – *Performing on instruments, alone with others, a varied repertoire of music.*

**Achievement Standard:**

1. Students will perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

* **Content Standard #5** – *Reading and notating music.*

**Achievement Standard:**

1. Students will read at sight simple melodies in both the treble and bass clefs
2. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

* **Content Standard #6** – *Listening to, analyzing, and describing music.*

1. Students will describe specific music events in a given aural example, using appropriate terminology.
2. Students will demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

* **Literacy Standard 6-8.RT.3 –** Follow precisely a multistep procedure when performing technical music tasks.

# Objectives

* Students will review intervals, both writing and aurally identifying.
* By the end of the period, students will be able to create major and minor triads.
* By the end of the period, students will be cognizant of major thirds and minor thirds.

***Vocabulary***

* Chord – Three or more notes combined together.
* Major Triad/Chord – A chord composed of a minor third stacked on top of a major third.
* Major Third – an intervallic distance of 4 half steps. Greater than a minor third.
* Minor Third – an intervallic distance of 3 half steps. Lesser than a major third.
* Minor Triad/Chord – A chord composed of a major third stacked on top of a minor third.
* Perfect fifth – The fifth degree from a given note in a major scale. It is made up of seven half steps.
* Triad – a chord consisting of only three notes.

# Materials

* Baton
* “Bell Carol Rock” Score
* Better Ears app
* White board
* Staff paper
* Standard of Excellence – Great Warm-ups
* Essential Techniques Book
* Piano/iPad and Speaker
* www.musictheory.net – Interval Exercise

***Procedures***

**Bell Carol Rock**

1. The teacher will lead students in their warm-up (scales and scale degree review)
   1. SoE – GRWPS
      1. Major Scales: Bb, Eb, F
      2. Minor Scales (Review): How do we make a major scale into a minor scale? What are our 3 strategies?
      3. Students will construct the Eb minor and C minor scales

QUESTIONS: What scale degrees do we use in our arpeggio? ***Students will chose one of the notes in the arpeggio.***

What interval do we play in the last half of our scale exercise?

1. Students will rehearse “Bell Carol Rock”
   1. Run 1x
   2. Review forte piano section mm. 33-40
   3. Isolate and reinforce low brass/low reed Chicago riff
      1. 25-33
      2. 52-end

QUESTIONS: Are our notes at measure 33-40 an example of melodic or harmonic intervals? How do you know?

Are we in major or minor? What’s our tonic/key note that we keep coming back to? What’s our last note of the piece? ***The teacher will play several excerpts/melodies in major and minor to demonstrate this.***

Do the low brass move in half steps or whole steps during the Chicago riff?

**Theory Unit**

1. Once it is determined that students have a grasp on basic intervals, the teacher will introduce chords.
   1. Review intervals – Essential Technique book page 4 – #9 Interval Technique
2. The students will learn about constructing and identifying basic triads
   1. Students will sight read Page 6 – #14 Eb Balance Builder
      1. Today we are going to learn about chords, specifically major and minor triads
   2. Chords – Ess. Tech Page 7 – #20 Ear Training Technique
      1. A chord is two or more different notes sounding simultaneously. Chords can be formed from scale degrees. The most common chord is made up of the 1st, 3rd, and 5th scale degrees. In your book you’ll see a chord from the concert Eb major scale (it is transposed for your instrument in your book).
      2. Students will play and sing each exercise
      3. Students will play the entire exercise and will pick either the root, third, or fifth of the chord
   3. Chord – Three or more notes combined together.
   4. Triad – a chord consisting of only three notes.
3. Students will learn about major triads

QUESTIONS: What do you notice about the intervals between notes Eb-G and G-Bb? (**They’re both thirds**) Are they the same number of half steps? (**No, they are different**)

PROMPT: A major triad is made up of a root note, a third above the root, and a fifth above the root. Notice that the interval between Eb-G is 4 half steps, where as the interval between G-Bb is only 3 half steps. The first interval is a M3, whereas the second is an m3. This is a major triad. You can build a major triad using the 1st, 3rd, and 5th degrees of a major scale.

* 1. Major Triad/Chord – A chord composed of a minor third stacked on top of a major third.
  2. Major Third – an intervallic distance of 4 half steps. Greater than a minor third.

1. Students will learn about minor triads

PROMPT: Listen for what note I change in the chord. ***The teacher will play an Eb minor chord.***

QUESTION: What did I change? (**the third**) Did I raise or lower the pitch? (**lower**) What is the pitch now? (**Gb**) What is the interval between Eb and G? (**m3**) G and Bb? (**M3**) Did the interval between Eb and Bb change? (**no it stayed the same**)

PROMPT: We now have a minor chord, which is a major third stacked on top of a minor third. The interval between Eb and Bb has not changed. It is still 7 half steps. We call this a perfect fifth. You can build a minor triad using the 1st, 3rd, and 5th degrees of a minor scale.

* 1. Minor Third – an intervallic distance of 3 half steps. Lesser than a major third.
  2. Minor Triad/Chord – A chord composed of a major third stacked on top of a minor third.
  3. Perfect fifth – The fifth degree from a given note in a major scale. It is made up of seven half steps.

1. **If time –** Students will create, sing, and play several major and minor scales.
   1. Demonstrate Eb major chord
      1. Teacher Model
      2. Students Sing
      3. Play
   2. Demonstrate Eb minor chord
      1. Teacher Model
      2. Students Sing
      3. Students Play
   3. Have students create major and minor triads with teacher guidance
      1. C major, F major, G major
      2. E minor, A minor, D minor
   4. Have students change major chords into minor with teacher guidance
      1. C minor, F minor, G minor
2. **If time –** The teacher will play major and minor chords, and the students will determine the quality of the chord.
   1. The first few chords will be determined as a class, with guidance from the teacher
      1. Use “Better Ears” iPad app to play chords
   2. Individual students will volunteer to determine the quality of chords

***Assessment***

Formal Assessment: Students will be assessed informally through question and answer activities. Students will complete written interval exercises in their book, and then analyze demonstrate major and minor triads as a class.

Summative assessment: Students will complete a mid-unit homework assignment due on Monday. The teacher will use these assignments to assess student understanding of material covered so far and determine which material will need review.

***Future Lessons***

From this point forward, the content of the unit will be reviewed leading up to the test. At the beginning of each class, students will review the material visually, aurally, and in writing. Aurally identifying major versus minor and writing intervals will likely need the most attention. Scales will also need attention to keep the subject matter fresh. The worksheets the students complete over the weekend will provide insight on how much of the content the students understand when it is turned in on Monday.

The following schedule is tentative, however the teacher will strive to follow this progression of content leading up to the post-test.

**Day 6 –** REVIEW:Aurally identifying Major and minor scales and chords

**Day 7** – Unit Review Day – games and study guide

**Day 8 –** Study Guide and Test Prep

**Day 9 –** Post test