



## 23-24 Westside High School Lesson Plan Template

|                     |                                    |   |  |   |  |
|---------------------|------------------------------------|---|--|---|--|
| <b>Teacher Name</b> | Savanna Sturm                      | <b>Learning Topic</b>   | Unit 2: Music Fundamentals II (Minor Scales and Key Signatures, Melody, Timbre, Texture)   |   |  |
| <b>Course</b>       | AP Music Theory                    | <b>Cycle &amp; Week</b>   | Cycle 3, Week 1 (11/13-11/17)  |   |  |
|                     |                                    |   |  |   |  |
| <b>Day</b>          | <b>TEKS or Standards Alignment</b> | <b>Lesson Objective (LO)</b>  | <b>Daily Agenda</b>  | <b>Demonstration of Learning</b>  | <b>Key Vocabulary</b>                            |
| <b>Monday</b>       | 1.B<br>1.C<br>1.E<br>2.D           | <b>SWBAT identify and explain different melodic features and how they can be utilized within a composition.</b>               | 1. Do Now: Instrument demonstrations to familiarize students with different timbres. (10 minutes)<br>2. Direct Instruction: AP Daily video over melodic features and corresponding notes. (30 minutes)<br>3. Practice: Practice questions on AP Classroom (10 minutes)<br>4. DOL: Results from practice questions<br><br><u>Homework:</u> <ul style="list-style-type: none"> <li>• Study for Progress Check</li> </ul> | <b>Students will complete a variety of questions pertaining to melodic features and timbre.</b>   | Timbre<br>Contour<br>Conjunct<br>Disjunct        |
| <b>Tuesday</b>      | 1.B<br>1.C<br>1.E<br>2.D           | <b>SWBAT identify and differentiate between the musical texture types that could appear in 18<sup>th</sup>-Century music.</b> | 1. Do Now: Sight Singing from books (10 minutes)<br>2. Direct Instruction: AP Daily Videos over texture types and corresponding notes (30 minutes)<br>3. Practice: Practice questions on AP Classroom (10 minutes)<br>4. DOL: Results from practice questions<br><br><u>Homework:</u> <ul style="list-style-type: none"> <li>• Study for Progress Check</li> </ul>   | <b>Students will complete a variety of questions pertaining to texture types in music theory.</b> | Texture<br>Polyphony<br>Homophony<br>Heterophony |
| <b>Wednesday</b>    | 1.B<br>1.C                         | <b>SWBAT analyze texture and rhythmic devices</b>   | 1. Do Now: Sight Singing from books (10 minutes)   | <b>Students will complete a variety of questions</b>  | Texture<br>Rhythm                                |

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|                        | <p><b>1.E</b><br/><b>2.D</b></p>                               | <p><b>within a selection of music.</b></p>   | <p>2. Direct Instruction: AP Daily videos over texture devices and rhythmic devices and corresponding notes (30 minutes)<br/>3. Practice: Practice questions on AP Classroom (10 minutes)<br/>4. DOL: Results from practice questions</p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>Study for Progress Check</li> </ul>   | <p><b>pertaining to texture devices and rhythmic devices.</b></p>  | <p>Hemiola<br/>Ostinato<br/>Anacrusis</p>  |
| <p><b>Thursday</b></p> | <p><b>1.B</b><br/><b>1.C</b><br/><b>1.E</b><br/><b>2.D</b></p> | <p><b>SWBAT identify and explain the music fundamentals covered in Unit 2 and how they contribute to a piece of music.</b></p>                                     | <p>1. Do Now: Sight Singing from books (10 minutes)<br/>2. Direct Instruction: Review Unit 2 material for the progress check (30 minutes)<br/>3. Practice: Use books and musictheory.net to review in context (10 minutes)<br/>4. DOL: Note cards for a quick review (10 minutes)</p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>Study for Progress Check</li> </ul> | <p><b>Students will be given questions regarding intervals, texture and scales and how they may appear within a musical passage.</b></p> | <p>Scale<br/>Harmonic<br/>Melodic<br/>Interval<br/>Timbre<br/>Contour<br/>Conjunct<br/>Disjunct<br/>Texture<br/>Polyphony<br/>Homophony<br/>Heterophony<br/>Hemiola<br/>Anacrusis<br/>Ostinato</p> |
| <p><b>Friday</b></p>   | <p><b>1.B</b><br/><b>1.C</b><br/><b>1.E</b><br/><b>2.D</b></p> | <p><b>SWBAT use their learned knowledge from Unit 2 to complete a progress check and answer questions containing musical examples, both written and aural.</b></p> | <p>1. Do Now: Review Unit 2 (5-10 minutes)<br/>2. Direct Instruction: Complete the Unit 2 progress check on AP Classroom (35-40 minutes)<br/>3. Practice: See above<br/>4. DOL: See above</p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>None</li> </ul>   | <p><b>Students will complete a progress check on AP Classroom to test their knowledge of all Unit 2 content.</b></p>                     | <p>Scale<br/>Harmonic<br/>Melodic<br/>Interval<br/>Timbre<br/>Contour<br/>Conjunct<br/>Disjunct<br/>Texture<br/>Polyphony<br/>Homophony<br/>Heterophony<br/>Hemiola<br/>Anacrusis<br/>Ostinato</p> |