

**Audubon Public Schools**  
**Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills**  
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**Course Title: Music Theory    Unit Name: Ear Training    Grade Level: 11-12**

<p><b>Content Statements</b>          In this unit, students will explore the concept of Ear Training as it pertains to Music Theory.</p>	<p><b>NJSLS:</b>          1.2-1.4</p> <p><b>Companion Standards:</b>          RST 9-12.5</p>
<p><b>Overarching Essential Questions</b>          What is Ear Training?</p>	<p><b>Overarching Enduring Understandings</b>          Ear training is the process of “training” a student’s ability to hear various musical examples and identify them verbally or by writing. Concepts such as intervals, chords, rhythm, melodic and harmonic line will be discussed and trained.</p>
<p><b>Unit Essential Questions</b>          Why do I have to learn ear training?          Is perfect pitch necessary for ear training?          How can I use ear training in other music areas of my life?</p>	<p><b>Unit Enduring Understandings</b>          Ear training is essential to being able to “hear” things before they are written on the page. It also helps develop the ability to dictate pieces of music for arrangement purposes, etc.          Perfect pitch is NOT necessary for ear training, but it could be useful and even developed while learning ear training.          Ear training can be very useful in choral and instrumental ensembles for tuning purposes, intervallic difficulties, and more.</p>
<p><b>Unit Rationale</b>          Students must have an understanding of ear training and how it can benefit one’s musical abilities and experiences.</p>	<p><b>Unit Overview</b>          Students will have an understanding of ear training, how to use “crutches” to help hear intervals and chords, and will be able to identify chords, intervals, melodies, etc. by verbally stating what they hear, and by writing to music paper what they hear. Teacher will use the piano, recordings, etc. to enhance this ability.</p>
<p><b>Authentic Learning Experiences</b>          Students will be able to use ear training in various musical ensembles, vocally and instrumentally, to help their musicianship get better and perform to the utmost of their ability.</p>	
<p><b>21st Century Skills and Themes</b>          Critical Thinking and Problem Solving – interpret various ear training exercises through word and pencil.          Collaboration – students can work together to analyze ear training exercises          Accessing and Analyzing Information – hearing the ear training exercise, analyzing through techniques learned, and giving answer through verbal or written communication          Effective Oral and Written Communication – interpreting ear training exercises both orally and through writing.</p>	
<p><b>Unit Learning Targets/Scaffolding to CPIs</b>          This unit develops the student’s knowledge of ear training, and helps develop that skill for future use when performing or dictating music being played back.</p>	
<p><b>Key Terms .</b>          Aural Skills – the ability to use the process of hearing music successfully.</p>	

Crutches – various music “helpers” used to hear intervals when trying to identify them (Jaws, Maria, etc)
<b>Instructional Strategies</b> Lecture Performance Monitor Facilitate Model and Demonstrate
<b>Customizing Learning/ Differentiation</b> 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
<b>Formative Assessments</b> Tests and Quizzes
<b>Interdisciplinary Connections</b> Math – counting of both time and note value for rhythmic dictation
<b>Resources</b> Harmony and Voice Leading – Alldwell and Schachter, Music for Sight-Singing and Teacher created exercises
<b>Suggested Activities for Inclusion in Lesson Planning</b> Worksheets and board exercises and drills
<b>Unit Timeline</b> Ongoing

## Appendix

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

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