

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

<p>Content Statements In this unit, students will be introduced to transposition and orchestration of various instruments when writing in 4 parts.</p>	<p>NJ Core Content Standards 1.1-1.4 Companion Standards: RST 9-12.5</p>
<p>Overarching Essential Questions What is Transposition? What is orchestration?</p>	<p>Overarching Enduring Understandings Transposition is used when attempting to write music for various instruments not in concert key, i.e. clarinet, trumpet, saxophone, French horn, etc. Orchestration is used when arranging a piece of music for various instruments i.e. taking a choral work and writing it for band.</p>
<p>Unit Essential Questions Why can't all instruments be in concert pitch?</p>	<p>Unit Enduring Understandings Instruments such as woodwind and brass have developed over many years, and many have been found to have the best intonation (Tuning) or tone quality when built using a different pitch from concert pitch. If all instruments were in concert key, they would most likely be out of tune and exhibit a poor tone quality. While it is inconvenient to have instruments different from each other pitchwise, the rewards of intonation and tone quality outweigh the loss of concert pitch.</p>
<p>Unit Rationale Transposition is essential for a student if he/she wishes to arrange a piece of music for various instruments in the woodwind and brass family. Orchestration is essential for the student when arranging, because various range requirements exist for various instruments that the student must be aware of.</p>	<p>Unit Overview Students will be exposed to transposition and how to use it for the various woodwind and brass instruments. Students will learn to orchestrate the various 4-part writing exercises they have and write them for 4 to 8 instruments.</p>
<p>Authentic Learning Experiences Students will be able to take Popular music they listen to arrange them for an instruments or instruments using transposition rules, etc.</p>	
<p>21st Century Skills and Themes Critical Thinking and Problem Solving – be able to write for various instruments in their correct ranges and keys. Collaboration – students can work together to create pieces of music for various ensembles. Accessing and Analyzing Information – finding a piece of music to arrange and using the transposition/orchestration rules needed to make it work. Listening after writing to figure out what worked harmonically, balance-wise, etc., and making necessary changes if needed. Effective Oral and Written Communication – interpreting various arrangements through word and pencil.</p>	
<p>Unit Learning Targets/Scaffolding to CPIs This unit develops the student's knowledge of transposition and orchestration, giving them the basic tools used to begin their study of such in college if needed.</p>	
<p>Key Terms . Transpose – change or rewrite a specific voice part into a new key for a specific transposing instrument.</p>	

Arrange vs. Compose – compose means to create – arrange means to use something already created and make a new work.

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

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
Intervention & Modification	<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

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