A group of people with text

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| **Lesson Title** | **Scale Wars: A Music Theory Saga** |
| **Description** | This lesson could take one or two periods (or even three) to complete depending on scheduling. It leads students from learning the basic pattern of major scales to writing them on the keyboard diagram and then playing them in groups. The next lessons would transfer the pattern to staff notation. |
| **Level(s)** | MS or HS Music Theory |
| **Strand** | Composition/Theory (though it could be fun in ensembles, too!) |
| **Artistic Process** | Performing |
| **National Standards Addressed** | **MU:Pr4.1.HSII** - Select, analyze, and interpret artistic work for presentation.  **MU:Pr5.1.HSII** - Develop and refine artistic techniques and work for presentation.  **MU:Pr6.1.HSII** - Convey meaning through the presentation of artistic work. |
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| **In this lesson,** students will address these particular aspects as prerequisites to the lesson performance standard(s).   1. Identify the pattern of half and whole steps used in a major scale (WWHWWWH). 2. “Dot” several major scales on their laminated keyboard packet. 3. Play major scales on the floor keyboard (or other keyboard-based instrument available – great use for iPad set or other tech option as well). 4. Identify, write, and play the scale degrees of a various major scales. 5. Play major scales on boomwhackers in groups with defined scale degrees. | |
| **What dispositions** are you addressing in this lesson?   * Collaboration – Working with others interdependently to perform a task and to achieve shared goals * Flexibility – Demonstrating the ability to see multiple perspectives and monitor and adjust work based on differing conditions * Responsible risk-taking – Willing to chance making mistakes while tackling challenging problems that do not have easy, obvious or conventional solutions * Self-discipline and Perseverance – Demonstrating independence and self-motivation, managing impulsivity, and being comfortable with delayed gratification as they strive for excellence | |
| **What vocabulary** are you addressing in this lesson?   * Major Scale * Notes * Half Step * Whole Step * Octave * Scale Degrees: Tonic, Supertonic, Mediant, Subdominant, Dominant, Submediant, Leading Tone | |
| **How will students demonstrate their learning?**  Informative/Informal Teacher Check of Student Responses; Accuracy of scales performed during the Scale Wars “game”; Exit ticket | |

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| **Procedure: Step-by-step outline of what the teacher will do, and what the student(s) will do**   1. Review with students the pattern of whole and half steps used to create a major scale (WWHWWWH) by writing the pattern on the board. Have a projected blank keyboard on the staff as well. Roll the music die to determine the starting pitch for the first example. (If it lands on a G, place a dot on the lowest G of the blank keyboard projected on the board). Have students use their individual sheet packets (see item below) and dot out the scale based on the starting pitch. Remind students that each scale should start and end on the same pitch, so, if they do not land on the next G, they miscounted their whole and half steps. When finished, have students hold up their completed scale to check for accuracy, or move around the room to check informally. Have a student come up and enter the correct response on the board, and have students check theirs against the board. Then, have either the same student or another student play it on the keyboard instrument, floor keyboard, etc. Continue with several scales until the class is achieving success. See this video: <https://photos.app.goo.gl/FJc2VKfp2GRRsnDd8> 2. Share with students the names of each major scale degree (Tonic, Supertonic, Mediant, Subdominant, Dominant, Submediant, Leading Tone) and equate them to the C Major Scale using the Letters, Numbers, and Degrees. For example:   C D E F G A B C  1 2 3 4 5 6 7 1(with caret on top)  D ST M SD D SM LT T  Ask students, in the C Major Scale, what is the Mediant? (E), etc.  Have students write another scale (roll the music dice and choose). For clarity use the same method as above (for example: G A B C D E F# G – What is the Mediant? (B), etc.).  Continue with a few more examples, increasing to have students use their sheet packet to find the answer and respond when completed by holding their sheet up, etc.   1. Have the room already set up for this or quickly reset to have students in two lines of 8 (or adapt however you need to (I have done this with 7 students and someone playing both low and high tonic, some playing multiple notes, switching students out, etc.). I have shared a video and photos of how this could work in the link below. For my classes, it worked best to have 8 chairs facing each other with the pile of boomwhackers in the center. I also used two different sound buttons for when a side was finished. From back to front of each side, students sit and are aligned with a scale degree. When the dice is rolled, the first side to complete their major scale in order accurately hits their sound button and gets a chance to play their scale in order. If correct, they get 5 points (points mean either nothing or whatever you want them to). If they are incorrect, the other side gets a chance to play theirs after 10 seconds and gets 3 points if they are correct. I also add in that students MAY use their dry erase sheet pack/laminated keyboard to help them find their note. <https://photos.app.goo.gl/HPeEDQxhVa42zBht6> 2. Continue to play the Scale Wars by rolling the music dice and rotating students through the next scale degree. You can scramble the students or have them move from one chair down to the next, etc. Whatever works for you! Change it up! 3. Wrap Up: Have students pick up and store the boomwhackers and return the room to order. Give students a quick exit ticket of a scale and identifying the scale degree. |
| **What materials are needed for success in this lesson?**   * Music dice (or 12-sided, numerical dice will work—each number would correspond to a pre-determined scale letter in that case) * Ideally, boomwhackers (as many as you can use, but at least two full sets), or you could use tone bars, legos with note names (though they won’t sound the scale), or note cards with note names |
| Submitted by Heidi Welch |
| **Photo Examples:**  Music Dice: C:\Users\hjw01130\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\88BA5CBB.tmp  Floor Keyboard: C:\Users\hjw01130\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\525BD181.tmp  Dry Erase Sheet Holder: C:\Users\hjw01130\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C9391037.tmp I got mine in the Target dollar aisle, but they are available on Amazon, etc. I have added the link to the insert sheet I use below.  Dry Erase Markers: I buy a bunch of thin-line dry erase with eraser tops, but you can use any you like. |

**Photo examples:**







