



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Music Theory Curriculum

Course Description: This is a course intended for students who may pursue a career or advanced degree in music. The course will introduce music history, aural training skills, including rhythmic, harmonic, and melodic dictation and sight singing. The course takes a beginning approach to the concepts of theory and analysis, with references to historical context.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1-2 months	Western Music History	Topic 1: Medieval Topic 2: Renaissance Topic 3: Baroque Topic 4: Classical Topic 5: Romantic Topic 6: 20th Century
1-2 months	Basic Music Reading Skills	Topic 1: Notation - Rhythmic & Melodic Topic 2: Meter Topic 3: Scales Topic 4: Key Signatures Topic 5: Terminology Topic 6: Aural Skills - Ear Training, Sight Singing, Rhythmic and Melodic Dictation
2-3 months	Unit 3: Intermediate Music Reading	Topic 1: Triads and Inversions Topic 2: Seventh Chords and Inversions Topic 3: Alternate Scale Construction Topic 4: Figured Bass Topic 5: Aural Skills: Dictation and Sight-singing

Unit 1: Western Music History

Subject: Music Theory

Grade: 10-12

Name of Unit: Western Music History

Length of Unit: 1-2 months

Overview of Unit: This unit focuses on the importance of critical listening skills and their ability to empower the listener to recognize the elements of music, distinguish between quality and non-quality performance, and verbalize their reasons for personal music choices. Students also learn how non-musical aspects of society influence composers. Finally, a great deal of this unit focuses on the evolution of musical characteristics throughout history.

Priority Standards for unit:

- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
 - tone quality
 - expression/phrasing
 - rhythmic accuracy
 - pitch accuracy
 - part acquisition
 - blend/balance
 - diction/articulation
 - Style
 - posture/stage presence
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/ innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
- IC1A9-12a Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting Standards for unit:

- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
 - *DC/Fine*
 - *DS al coda/Fine*
 - AB/binary
 - ABA/ternary
 - song form
 - *sonata*
 - rondo
 - fugue
 - opera
 - ballet
 - ***musical theatre**
 - symphonic
 - Jazz
 - **sonata*

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Criteria to distinguish between quality and non-quality performance through listening and self-assessment	Develop	Analysis	3
How the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines	Explain	Apply	2
The effects of society, culture, and technology on music	Describe	Apply	2
Musical figures and their role as composers/ performers/innovators	Discuss	Apply	2
The order and organization of an aural example	Determine	Analyze	3
The musical expression of an aural example	Determine	Analyze	3
The possible origin of an aural example	Determine	Analyze	3
Possible origin and/or historical period of an aural example by	Conclude	Evaluate	4

applying artistic perceptions to selected musical examples			
How elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts	Explain	Evaluate	3
Characteristics of two or more arts within a particular historical period or style and cite examples from various cultures	Compare	Evaluate	4
Ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music	Explain	Evaluate	3

Essential Questions:

1. Why are critical listening skills important?
2. How do non-musical aspects (literature, art, social, economic, political, scientific, technology) influence composers?
3. How do the music characteristics evolve in a given historical era?

Enduring Understanding/Big Ideas:

1. Critical listening skills empower the listener to
 - a. Recognize the elements of music
 - b. Distinguish between quality and non-quality performances
 - c. Verbalize their reasons for personal music choices
2. In every era of music history, the composer’s creativity reflects the time in which the composer lives.
3. Musical characteristics, forms and genre become more complex and diverse throughout music history.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
** Refer to the College Board A.P. Music Theory web page, as vocabulary changes each year.	

Topic 1: Medieval

Engaging Experience 1

Title: Historical Overview of the Medieval Era

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
- IC1A9-12a Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting:

- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
 - *DC/Fine*
 - *DS al coda/Fine*
 - AB/binary
 - ABA/ternary
 - song form
 - *Sonata*
 - Rondo
 - Fugue

- Opera
- Ballet
- ***musical theatre**
- Symphonic
- Jazz
- **sonata*

Detailed Description/Instructions: Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Renaissance

Engaging Experience 1

Title: Historical Overview of the Renaissance Era

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
- IC1A9-12a Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting:

- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
 - *DC/Fine*
 - *DS al coda/Fine*
 - AB/binary
 - ABA/ternary
 - song form
 - *Sonata*
 - Rondo
 - Fugue

- Opera
- Ballet
- ***musical theatre**
- Symphonic
- Jazz
- **sonata*

Detailed Description/Instructions: Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Baroque

Engaging Experience 1

Title: Historical Overview of the Baroque Era

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
- IC1A9-12a Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting:

- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
 - *DC/Fine*
 - *DS al coda/Fine*
 - AB/binary
 - ABA/ternary
 - song form
 - *Sonata*
 - Rondo
 - Fugue

- Opera
- Ballet
- ***musical theatre**
- Symphonic
- Jazz
- **sonata*

Detailed Description/Instructions: Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 4: Classical

Engaging Experience 1

Title: Historical Overview of the Classical Era

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
- IC1A9-12a Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting:

- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
 - *DC/Fine*
 - *DS al coda/Fine*
 - AB/binary
 - ABA/ternary
 - song form
 - *Sonata*
 - Rondo
 - Fugue

- Opera
- Ballet
- ***musical theatre**
- Symphonic
- Jazz
- **sonata*

Detailed Description/Instructions: Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 5: Romantic

Engaging Experience 1

Title: Historical Overview of the Romantic Era

Suggested Length of Time: 3 blocks

Standards Addressed

Priority:

- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
- IC1A9-12a Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting:

- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
 - *DC/Fine*
 - *DS al coda/Fine*
 - AB/binary
 - ABA/ternary
 - song form
 - *Sonata*
 - Rondo
 - Fugue

- Opera
- Ballet
- ***musical theatre**
- Symphonic
- Jazz
- **sonata*

Detailed Description/Instructions: Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 6: 20th Century

Engaging Experience 1

Title: Historical Overview of the 20th Century Era

Suggested Length of Time: 3 blocks

Standards Addressed

Priority:

- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
- IC1A9-12a Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting:

- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
 - *DC/Fine*
 - *DS al coda/Fine*
 - AB/binary
 - ABA/ternary
 - song form
 - *Sonata*
 - Rondo
 - Fugue

- Opera
- Ballet
- ***musical theatre**
- Symphonic
- Jazz
- **sonata*

Detailed Description/Instructions: Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

For Topics 1 - 6: Written assessment - Student will demonstrate knowledge of:

- The commonly accepted dates for the era
- Terms and vocabulary associated with music of the era
- Historically significant composers/performers of the era
- Recognition genre, elements, and texture of audio examples

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Medieval	Historical Overview of the Medieval Era	Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.	2 blocks
Renaissance	Historical Overview of the Renaissance Era	Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.	2 blocks
Baroque	Historical Overview of Baroque Era	Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.	2 blocks
Classical	Historical Overview of the Classical Era	Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.	2 blocks
Romantic	Historical Overview of Romantic Era	Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.	3 blocks
20th Century	Historical Overview of the 20th Century Era	Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.	3 blocks

Unit 2: Basic Music Reading Skills

Subject: Music Theory

Grade: 10-12

Name of Unit: Basic Music Reading Skills

Length of Unit: 3-4 months

Overview of Unit: In this unit, students learn how music, tonality, and aurally-heard music is represented in written form. They also learn how specific music terminology assists students in the comprehension of music theory, and then apply it in various ways. Teaching topics for this unit include notation (rhythmic and melodic), meter, scales, key signatures, terminology, and aural skills.

Course Components:

- Identify standard symbols for dynamics, tempo and articulation
 - *p* for *piano*
 - *f* for *forte*
 - *mp* for *mezzo piano*
 - *mf* for *mezzo forte*
 - *pp* for *pianissimo*
 - *ff* for *fortissimo*
 - *cresc* or *<* for *crescendo*
 - *decres* or *>* for *decrescendo*
 - *dim* for *diminuendo*
 - *accelerando*
 - *ritardando*
 - *allegro*
 - *moderato*
 - *andante*
 - *largo*
 - *a tempo*
 - accent
 - *fermata*
 - ties
 - slurs
 - *staccato*
 - *Legato*
- Identify accidentals
 - sharps
 - flats
 - natural signs

- Interpret and explain duration and meter in 2/4, 3/4, 4/4 and 6/8-meter signature using bar lines using
 - whole note/rest
 - quarter note/rest
 - half note/rest
 - eighth-note pairs
 - dotted half note
 - sixteenth notes
 - dotted quarter followed by eighth
 - dotted quarter note/rest
 - 3 eighth notes beamed together in 6/8
 - Syncopation
- Determine the possible origin of an aural example (e.g., location and time)
- Sight read standard musical notation at level 3 difficulty [Level 3--Moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements]
- Identify standard pitch notation in the treble clef, including one ledger line above and below the staff (*middle C), and identify notes in the bass clef
- Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add
 - Syncopation
 - alla breve
- Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice

Music Theory Components for unit:

- Notational Skills
 - Rhythms and meters
 - Clefs and pitches
 - Key signatures, scales, and modes
 - Intervals and chords
 - Melodic transposition
- Musical Terminology
 - Terms for intervals, triads, seventh chords, scales, and modes
 - Terms pertaining to rhythm and meter, melodic construction and variation, harmonic function, cadences and phrase structure, texture, small forms, and musical performance.
- Aural Skills
 - Rhythmic dictation (simple and compound meters)

- Identification of isolated pitch and rhythmic patterns
- Sight-singing (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)
- Melodic dictation (major and minor modes, treble and bass clefs, diatonic and chromatic melodies)

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Standard symbols for dynamics	Identify	Understand	2
Standard symbols for tempo	Identify	Understand	2
Standard symbols for articulation	Identify	Understand	2
Accidentals	Identify	Understand	2
Duration and meter in simple and compound meter	Interpret	Understand	2
Duration and meter in simple and compound meter	Explain	Understand	2
The possible origin of an aural example	Determine	Analyze	3
Standard musical notation	Sight read	Apply	3
Standard pitch notation in the treble clef and bass clef	Identify	Remember	1
Standard rhythmic notation in simple and compound meters using all rhythm and note values	Interpret	Understand	2
Standard rhythmic notation in simple and compound meters using all rhythm and note values	Explain	Understand	2
Standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 or 4 measures for instrument or voice	Use	Apply	3

Essential Questions:

1. How is music represented in written form?
2. How is tonality represented in written form?
3. How does the music heard aurally translate into written form?
4. How does specific music terminology assist the student in the comprehension of music theory?

Enduring Understanding/Big Ideas:

1. Music uses a symbolic notation on staves to indicate duration and pitch of sound.
2. Music tonality is created through combinations of whole & half steps which create scale patterns (ie major & minor) and can be represented by key signatures.
3. Aural skills will be acquired through progressively more difficult sight singing practice, rhythmic & melodic dictation examples, and recognition of intervals.
4. Terms pertaining to intervals, scales, rhythm and meter, texture, and musical performance combine to become the foundation of understanding the language of music theory.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
** Refer to the College Board A.P. Music Theory web page, as vocabulary changes each year.	

Topic 1: Notation - Rhythmic & Melodic

Engaging Experience 1

Title: Rhythm

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:

- Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add
 - Syncopation
 - alla breve

AP Course Components Addressed:

- Notational Skills
 - Rhythms and meters
 - Clefs and pitches
 - Key signatures, scales, and modes
 - Intervals and chords
 - Melodic transposition

Detailed Description/Instructions: Through a variety of visual and aural examples, students will understand the standard music symbols used to represent rhythm.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 2

Title: Clefs and pitches

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:

- Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice

AP Course Components Addressed:

- Notational Skills
 - Rhythms and meters
 - Clefs and pitches
 - Key signatures, scales, and modes
 - Intervals and chords
 - Melodic transposition

Detailed Description/Instructions: Through a variety of visual and aural examples, students will understand the standard music symbols used to represent pitch and its utilization on specific clefs.

Bloom's Levels: Understand

Webb's DOK: 1

Topic 2: Meter

Engaging Experience 1

Title: Rhythmic/metric organization

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:

- Interpret and explain duration and meter in 2/4, $\frac{3}{4}$, 4/4 and 6/8-meter signature using bar lines using
 - whole note/rest
 - quarter note/rest
 - half note/rest
 - eighth-note pairs
 - dotted half note
 - sixteenth notes
 - dotted quarter followed by eighth
 - dotted quarter note/rest
 - 3 eighth notes beamed together in 6/8
 - Syncopation

AP Course Components Addressed:

- Notational Skills
 - Rhythms and meters
 - Clefs and pitches
 - Key signatures, scales, and modes
 - Intervals and chords
 - Melodic transposition

Detailed Description/Instructions: Through a variety of visual and aural examples, students will recognize and create music using specific meter types (e.g., duple, triple, quadruple, irregular) and beat type (e.g., simple, compound).

Bloom's Levels: Understand, Create

Webb's DOK: 3

Topic 3: Scales

Engaging Experience 1

Title: Scale construction

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:

- Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice

AP Course Components Addressed:

- Notational Skills
 - Rhythms and meters
 - Clefs and pitches
 - Key signatures, scales, and modes
 - Intervals and chords
 - Melodic transposition

Detailed Description/Instructions: Through a variety of visual and aural examples, students will recognize and create scales using the specific interval patterns to build major and minor scales.

Bloom's Levels: Apply, Create

Webb's DOK: 3

Topic 4: Key Signatures

Engaging Experience 1

Title: Key signature recognition and creation

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:

- Identify standard pitch notation in the treble clef, including one ledger line above and below the staff (*middle C), and identify notes in the bass clef

AP Course Components Addressed:

- Notational Skills
 - Rhythms and meters
 - Clefs and pitches
 - Key signatures, scales, and modes
 - Intervals and chords
 - Melodic transposition

Detailed Description/Instructions: Through a variety of visual and aural examples, students will recognize and create key signatures using the specific visual patterns based on clefs to build major and minor key signatures.

Bloom's Levels: Apply, Create

Webb's DOK: 3

Topic 5: Terminology

Engaging Experience 1

Title: Discussion of pertinent terminology

Suggested Length of Time: ongoing throughout unit

Standards Addressed:

Priority:

- Identify standard symbols for dynamics, tempo and articulation
 - *p* for *piano*
 - *f* for *forte*
 - *mp* for *mezzo piano*
 - *mf* for *mezzo forte*
 - *pp* for *pianissimo*
 - *ff* for *fortissimo*
 - *cresc* or *<* for *crescendo*
 - *decrec* or *>* for *decrescendo*
 - *dim* for *diminuendo*
 - *Accelerando*
 - *Ritardando*
 - *Allegro*
 - *Moderato*
 - *Andante*
 - *Largo*
 - *a tempo*
 - Accent
 - *Fermata*
 - Ties
 - Slurs
 - *Staccato*
 - *Legato*
- Identify accidentals
 - Sharps
 - Flats
 - natural signs

AP Course Components Addressed:

- Musical Terminology
 - Terms for intervals, triads, seventh chords, scales, and modes
 - Terms pertaining to rhythm and meter, melodic construction and variation, harmonic function, cadences and phrase structure, texture, small forms, and musical performance.

Detailed Description/Instructions: Vocabulary will be introduced and discussed throughout the unit that will give the students standard music terminology to use as they describe music listening examples.

Bloom's Levels: Understand, Apply

Webb's DOK: 3

Topic 6: Aural Skills - Ear Training, Sight Singing, Rhythmic and Melodic Dictation

Engaging Experience 1

Title: Beginning aural/visual recognition of rhythms

Suggested Length of Time: ongoing throughout unit

Standards Addressed:

Priority:

- Determine the possible origin of an aural example (e.g., location and time)
- Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add
 - Syncopation
 - alla breve
- Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice

AP Course Components Addressed:

- Aural Skills
 - Rhythmic dictation (simple and compound meters)

Detailed Description/Instructions: Students will notate a performed rhythmic example using standard music notation. Students will perform standard rhythmic notation.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Beginning aural/visual recognition of intervals

Suggested Length of Time: ongoing throughout units

Standards Addressed:

Priority:

- Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice

AP Course Components Addressed:

- Aural Skills
 - Identification of isolated pitch and rhythmic patterns

Detailed Description/Instructions: Students will identify interval qualities and notate on a staff performed interval examples by size and quality.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Beginning sight singing of simple melodies

Suggested Length of Time: ongoing throughout unit

Standards Addressed:

Priority:

- Sight read standard musical notation at level 3 difficulty [Level 3--Moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements]

AP Course Components Addressed:

- Aural Skills
 - Sight-singing (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)

Detailed Description/Instructions: Students will sight-sing basic melodies (major and minor modes, treble and bass clef, simple and compound meters.)

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4

Title: Beginning melodic dictation

Suggested Length of Time: ongoing throughout unit

Standards Addressed:

Priority:

- Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice

AP Course Components Addressed:

- Aural Skills
 - Melodic dictation (major and minor modes, treble and bass clefs, diatonic and chromatic melodies)

Detailed Description/Instructions: Students will notate a performed melodic example using standard music notation. Students will perform standard melodic notation.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)
For Topics 1 - 6: Written assessment - Student will demonstrate knowledge and application of:

- Notation of Rhythm
- Organization of rhythm into meter (simple and compound)
- Construction of scales (major and minor)
- Key Signatures (major and minor)
- Terms and vocabulary associated with the unit
- Aural Skills (sight reading, dictation, and interval recognition)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Notation- Rhythmic and Melodic	Rhythm	Through a variety of visual and aural examples, students will understand the standard music symbols used to represent rhythm.	2 blocks (and reinforced throughout unit)
Notation- Rhythmic and Melodic	Clefs and Pitches	Through a variety of visual and aural examples, students will understand the standard music symbols used to represent pitch and its utilization on specific clefs.	2 blocks (and reinforced throughout unit)
Meter	Rhythmic/metric organization	Through a variety of visual and aural examples, students will recognize and create music using specific meter types (e.g., duple, triple, quadruple, irregular) and beat type (e.g., simple, compound).	2 blocks (and reinforced throughout unit)
Scales	Scale construction	Through a variety of visual and aural examples, students will recognize and create scales using the specific interval patterns to build major and minor scales.	2 blocks (and reinforced throughout unit)
Key Signatures	Key signature recognition and creation	Through a variety of visual and aural examples, students will recognize and create key signatures using the specific visual patterns based on clefs to build major and minor key signatures.	2 blocks (and reinforced throughout unit)
Terminology	Discussion of pertinent terminology	Vocabulary will be introduced and discussed throughout the unit that will give the students standard music terminology to use as they describe music listening examples.	Ongoing throughout unit

Aural Skills-Ear Training, Sight Singing, Rhythmic and Melodic Dictation	Beginning aural/visual recognition of rhythms	Students will notate a performed rhythmic example using standard music notation. Students will perform standard rhythmic notation.	Ongoing throughout unit
Aural Skills-Ear Training, Sight Singing, Rhythmic and Melodic Dictation	Beginning aural/visual recognition of intervals	Students will identify interval qualities and notate on a staff performed interval examples by size and quality.	Ongoing throughout unit
Aural Skills-Ear Training, Sight Singing, Rhythmic and Melodic Dictation	Beginning sight singing of simple melodies	Students will sight-sing basic melodies (major and minor modes, treble and bass clef, simple and compound meters.)	Ongoing throughout unit
Aural Skills-Ear Training, Sight Singing, Rhythmic and Melodic Dictation	Beginning melodic dictation	Students will notate a performed melodic example using standard music notation. Students will perform standard melodic notation.	Ongoing throughout unit

Unit 3: Intermediate Music Reading

Subject: Music Theory

Grade: 10-12

Name of Unit: Intermediate Music Reading

Length of Unit: 3-4 months

Overview of Unit: In this unit, students learn how music, tonality, and aurally-heard music is represented in written form. They also learn how specific music terminology assists students in the comprehension of music theory, and then apply it in various ways. Teaching topics for this unit include triads and inversions, seventh chords and inversions, alternate scale construction, figured bass, and aural skills.

Priority Standards for unit:

- Identify and analyze forms and composition techniques
 - theme and variation
 - *DC/Fine*
 - *DS al coda/Fine*
 - AB/binary
 - ABA/ternary
 - song form
 - *sonata*
 - rondo
 - fugue
 - opera
 - ballet
 - **musical theatre**
 - symphonic
 - Jazz
 - *Sonata*
- Determine the order and organization of an aural example

AP Course Components for unit:

- Notational Skills
 - Rhythms and meters
 - Clefs and pitches
 - Key signatures, scales, and modes
 - Intervals and chords
 - Melodic transposition
- Musical Terminology

- Terms for intervals, triads, seventh chords, scales, and modes
- Aural Skills
 - Sight-singing (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)
 - Melodic dictation (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)
 - Harmonic dictation (notation of soprano and bass lines and harmonic analysis in a four-voice texture)
 - Identification of isolated pitch and rhythmic patterns
- Score Analysis
 - Small Scale and large-scale harmonic procedures, including:
 - Identification of cadence types
 - Roman-numeral and figured-bass analysis, including nonharmonic tones, seventh chords, and secondary-dominant chords
 - Identification of key centers and key relationships; recognition of modulation to closely related keys

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Forms and composition techniques	Identify	Understand	2
Forms and composition techniques	Analyze	Analyze	3
Order of an aural example	Determine	Analyze	3
Organization of an aural example	Determine	Analyze	3

Essential Questions:

1. How is music represented in written form?
2. How is tonality represented in written form?
3. How does the music heard aurally translate into written form?
4. How does specific music terminology assist the student in the comprehension of music theory?

Enduring Understanding/Big Ideas:

1. Music uses a symbolic notation on staves to indicate duration and pitch of sound.
2. Music tonality is created through combinations of whole & half steps which create scale patterns (ie major & minor) and can be represented by key signatures.
3. Aural skills will be acquired through progressively more difficult sight singing practice, rhythmic & melodic dictation examples, and recognition of intervals.

4. Terms pertaining to intervals, triads, seventh chords, scales, modes, rhythm and meter, melodic construction and variation, harmonic function, cadences and phrase structure, texture, small forms, and musical performance combine to become the foundation of understanding the language of music theory.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
** Refer to the College Board A.P. Music Theory web page, as vocabulary changes each year.	

Topic 1: Triads & Inversions

Engaging Experience 1

Title: Recognition and construction of triads (major, minor, augmented, diminished)

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:

- Determine the order and organization of an aural example

AP Course Components:

- Notational Skills
- Musical Terminology
 - Terms for intervals, triads, seventh chords, scales, and modes

Detailed Description/Instructions: Through a variety of visual and aural examples, students will recognize and create all forms of triads.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Triad Inversions

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:

- Determine the order and organization of an aural example

AP Course Components:

- Notational Skills
- Musical Terminology
 - Terms for intervals, triads, seventh chords, scales, and modes

Detailed Description/Instructions: Through a variety of visual and aural examples, students will recognize and create all forms of triads in two inversion positions.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Seventh Chords & Inversions

Engaging Experience 1

Title: Recognition and construction of seventh chords (Dom. 7th, Major 7th, Minor 7th, Half-dim. 7th, Dim. 7th)

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:

- Determine the order and organization of an aural example

AP Course Components:

- Notational Skills
- Musical Terminology
 - Terms for intervals, triads, seventh chords, scales, and modes

Detailed Description/Instructions: Through a variety of visual and aural examples, students will recognize and create the five standard forms of seventh chords (Dom. 7th, Major 7th, Minor 7th, Half-dim. 7th, Dim. 7th).

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Seventh Chord Inversions

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:

- Determine the order and organization of an aural example

AP Course Components:

- Notational Skills
- Musical Terminology
 - Terms for intervals, triads, seventh chords, scales, and modes

Detailed Description/Instructions: Through a variety of visual and aural examples, students will recognize and create all forms of seventh chord in three inversion positions.

Bloom's Levels: Apply, Create

Webb's DOK: 2, 3

Topic 3: Alternate Scale Construction

Engaging Experience 1

Title: Pentatonic and Blues Scale Construction

Suggested Length of Time: 1 block

Standards Addressed:

Priority:

- Determine the order and organization of an aural example

AP Course Components:

- Notational Skills
 - Rhythms and meters
 - Clefs and pitches
 - Key signatures, scales, and modes
 - Intervals and chords
 - Melodic transposition
- Musical Terminology
 - Terms for intervals, triads, seventh chords, scales, and modes

Detailed Description/Instructions: Through a variety of visual and aural examples, students will recognize and create scales using the specific interval patterns to build pentatonic and blues scales.

Bloom's Levels: Apply, Create

Webb's DOK: 2,3

Engaging Experience 2

Title: Chromatic and Whole Tone Interval Patterns

Suggested Length of Time: 1 block

Standards Addressed:

Priority:

- Determine the order and organization of an aural example

AP Course Components:

- Notational Skills
 - Rhythms and meters
 - Clefs and pitches
 - Key signatures, scales, and modes
 - Intervals and chords
 - Melodic transposition
- Aural Skills
 - Sight-singing (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)

- Melodic dictation (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)

Detailed Description/Instructions: Through a variety of visual and aural examples, students will recognize and create scales using the specific interval patterns to build chromatic and whole tone scales.

Bloom's Levels: Apply, Create; **Webb's DOK:** 2,3

Engaging Experience 3

Title: Modes

Suggested Length of Time: 1 block

Standards Addressed:

Priority:

- Determine the order and organization of an aural example

AP Course Components:

- Notational Skills
 - Rhythms and meters
 - Clefs and pitches
 - Key signatures, scales, and modes
 - Intervals and chords
 - Melodic transposition
- Aural Skills
 - Sight-singing (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)
 - Melodic dictation (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)

Detailed Description/Instructions: Through a variety of visual and aural examples, students will recognize and create scales using the specific interval patterns to build modes.

Bloom's Levels: Apply, Create

Webb's DOK: 2,3

Topic 4: Figured Bass

Engaging Experience 1

Title: Understanding & Applying Figured Bass Symbols

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:

- Determine the order and organization of an aural example

AP Course Components:

- Notational Skills
 - Rhythms and meters
 - Clefs and pitches
 - Key signatures, scales, and modes
 - Intervals and chords
 - Melodic transposition
- Score Analysis
 - Small Scale and large-scale harmonic procedures, including:
 - Identification of cadence types
 - Roman-numeral and figured-bass analysis, including nonharmonic tones, seventh chords, and secondary-dominant chords
 - Identification of key centers and key relationships; recognition of modulation to closely related keys

Detailed Description/Instructions: Through a variety of visual examples, students will use their knowledge of chord inversions to interpret figured bass notation.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 5: Aural Skills: Dictation and Sight-singing

Engaging Experience 1

Title: Intermediate aural/visual recognition of intervals

Suggested Length of Time: ongoing throughout unit

Standards Addressed:

Priority:

- Determine the order and organization of an aural example

AP Course Components:

- Aural Skills
 - Identification of isolated pitch and rhythmic patterns

Detailed Description/Instructions: Students will identify interval qualities and notate on a staff performed interval examples by size and quality.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Intermediate level sight singing of melodies

Suggested Length of Time: ongoing throughout unit

Standards Addressed:

Priority:

- Determine the order and organization of an aural example

AP Course Components:

- Aural Skills

Detailed Description/Instructions: Students will sight-sing more complex melodies (major and minor modes, treble and bass clef, simple and compound meters.)

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Intermediate melodic combined with rhythmic dictation

Suggested Length of Time: ongoing throughout unit

Standards Addressed:

Priority:

- Determine the order and organization of an aural example

AP Course Components:

- Aural Skills
 - Melodic dictation (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)

Detailed Description/Instructions: Students will notate a performed melodic example using standard pitch and rhythm notation. Students will perform standard melodic notation.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4

Title: Beginning harmonic dictation

Suggested Length of Time: ongoing throughout unit

Standards Addressed:

Priority:

- Determine the order and organization of an aural example

AP Course Components:

- Aural Skills
 - Harmonic dictation (notation of soprano and bass lines and harmonic analysis in a four-voice texture)

Detailed Description/Instructions: Students will notate a performed harmonic example using standard music notation.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 5

Title: Beginning score analysis

Suggested Length of Time: ongoing throughout unit

Standards Addressed:

Priority:

- Determine the order and organization of an aural example

AP Course Components:

- Score Analysis
 - Small Scale and large-scale harmonic procedures, including:
 - Identification of cadence types
 - Roman-numeral and figured-bass analysis, including nonharmonic tones, seventh chords, and secondary-dominant chords

Detailed Description/Instructions: Students will analyze basic four-part harmonic structure using standard Roman Numeral and figured-bass notation.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

For Topics 1 - 5: Written assessment - Student will demonstrate knowledge and application of:

- Notation and identification of triads and inversions
- Notation and identification of seventh chords and inversions
- Notation and identification of alternative scales (pentatonic, blues, whole tone, chromatic, modes)
- Analysis and construction of chords through the use of figured bass notation.
- Aural Skills (sight reading, dictation, interval recognition, and harmonic dictation)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Triads and Inversions	Recognition and construction of triads (major, minor, augmented, diminished)	Through a variety of visual and aural examples, students will recognize and create all forms of triads.	2 blocks (and reinforced throughout the unit)
Triads and Inversions	Triad Inversions	Through a variety of visual and aural examples, students will recognize and create all forms of triads in two inversion positions.	2 blocks (and reinforced throughout the unit)
Seventh Chords and Inversions	Recognition and construction of seventh chords (Dom. 7th, Major 7th, Minor 7th, Half-dim. 7th, Dim. 7th)	Through a variety of visual and aural examples, students will recognize and create the five standard forms of seventh chords (Dom. 7th, Major 7th, Minor 7th, Half-dim. 7th, Dim. 7th).	2 blocks (and reinforced throughout the unit)
Seventh Chords and Inversions	Seventh Chord Inversions	Through a variety of visual and aural examples, students will recognize and create all forms of seventh chord in three inversion positions.	2 blocks (and reinforced throughout the unit)
Alternate Scale Construction	Pentatonic and Blues Scale Construction	Through a variety of visual and aural examples, students will recognize and create scales using the specific interval patterns to build pentatonic and blues scales.	1 block
Alternate Scale Construction	Chromatic and Whole Tone Interval Patterns	Through a variety of visual and aural examples, students will recognize and create scales using the specific interval patterns to build chromatic and whole tone scales.	1 block

Alternate Scale Construction	Modes	Through a variety of visual and aural examples, students will recognize and create scales using the specific interval patterns to build modes.	1 block
Figured Bass	Understanding & Applying Figured Bass Symbols	Through a variety of visual examples, students will use their knowledge of chord inversions to interpret figured bass notation.	2 blocks (and reinforced throughout the unit)
Aural Skills: Melodic Dictation, Analysis of Music	Intermediate aural/visual recognition of intervals	Students will identify interval qualities and notate on a staff performed interval examples by size and quality.	Ongoing throughout unit
Aural Skills: Melodic Dictation, Analysis of Music	Intermediate level sight singing of melodies	Students will sight-sing more complex melodies (major and minor modes, treble and bass clef, simple and compound meters.)	Ongoing throughout unit
Aural Skills: Melodic Dictation, Analysis of Music	Intermediate melodic combined with rhythmic dictation	Students will notate a performed melodic example using standard pitch and rhythm notation. Students will perform standard melodic notation.	Ongoing throughout unit
Aural Skills: Melodic Dictation, Analysis of Music	Intermediate melodic combined with rhythmic dictation	Students will notate a performed melodic example using standard pitch and rhythm notation. Students will perform standard melodic notation.	Ongoing throughout unit
Aural Skills: Melodic Dictation, Analysis of Music	Beginning harmonic dictation	Students will notate a performed harmonic example using standard music notation.	Ongoing throughout unit
Aural Skills: Melodic Dictation, Analysis of Music	Beginning score analysis	Students will analyze basic four-part harmonic structure using standard Roman Numeral and figured-bass notation.	Ongoing throughout unit

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.