Course Description
Music theory is the field of study that deals with how music works. It examines the language and notation of music. It identifies patterns that govern composers’ techniques. Music theory analyzes the elements of music - rhythm, harmony (harmonic function), melody, structure, form, and texture. This course also includes a basic study of Western European classical music history.

Scope And Sequence

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<th>Unit</th>
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<td>1. Music Symbols - tempo, articulation, score reading, etc.</td>
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<tr>
<td>Ongoing</td>
<td>Pitch</td>
<td>1. Enharmonic pitches&lt;br&gt;2. Octave Identification&lt;br&gt;3. Dynamics</td>
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<td>1. Triads&lt;br&gt;2. Seventh Chords&lt;br&gt;3. Roman Numeral Analysis</td>
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<td>Chord Progressions</td>
<td>1. Chord progressions&lt;br&gt;2. Cadences</td>
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<td>Ongoing</td>
<td>Form of Music</td>
<td>1. Form in music&lt;br&gt;2. Basic musical forms</td>
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Course Rationale
The Music Department offers a variety of courses for students interested in the study of music. Courses range from non-audition, non-performing classes to performance classes at various levels of proficiency. Only students with previous instrumental music experience may enroll in instrumental music courses. All students may select from a variety of vocal music and specialized music courses according to their previous musical experiences.

Enduring Understandings
Music is a language of communication used by all cultures throughout history. It is both an aural and printed language. The ability to understand the structure of printed music will increase one's ability to better understand and appreciate the aural aspects of music from a variety of cultures and time periods.

Key Resources

TEXTBOOK/WORKBOOK:

OTHER RESOURCES:
Web sites:
www.musictheory.net
www.gmusictheory.com
www.gmajormusictheory.org

Teacher generated worksheets

Board Approval Date
May 24, 2012

Course Details
Unit: The Basics of Music
Duration: Ongoing
### Unit Overview
This unit focuses on music how music is notated.

### Enduring Understandings
- Music is written on a staff and the placement of notes on lines and spaces determines pitches, melodic line, and harmony.

### Essential Questions
- How is music written?
- What are the basic and most popular symbols in music?
- What is the difference between a simple meter and a compound meter?

### Example Assessment Items
- Students will be able to identify pitches on both treble and bass staves.

### Learning Targets
**Description**
The music staff consists of five-lines and four spaces. Music is written using this as its palette.

**Learning Targets**
The student will demonstrate the knowledge of and use of the grand staff (treble and bass clefs) and the extension of the staff through the use of ledger lines.

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### Learning Targets
**Description**
Many symbols are used in music to let the performer know how to perform a piece of music.

**Learning Targets**
The student will identify the letter names of the lines on spaces on both bass and treble clefs.

The student will identify and demonstrate an understanding of the use of various time duration note values (whole, half, quarter, eighth, etc..) time signatures, bar lines, and other rhythm symbols in basis music notation.

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### Learning Targets
**Description**
The symbols found in music determine things such as tempo, articulation, and where repetitions occur.

**Learning Targets**
The student will be able to understand that the symbols found in musical score determine such things as tempo, articulation, and where endings and repeats occur.
**Unit: Pitch**

**Unit Overview**
The ability to understand the musical map (score) will assist the musician in performing printed music.

**Enduring Understandings**
The printed pitch and modern notation system exists as a precise plan for performers to recreate music in a rather exact way. The notation tells not only what pitches and rhythms to perform but also the manner or style in which they should be played.

**Essential Questions**
- Why does a musician need to understand enharmonic pitches?
- How does a musician know when the end a composition has been reached?

**Example Assessment Items**
Play section B of Bravissimo with correct style, tempo and dynamics.

<table>
<thead>
<tr>
<th>Topic: Enharmonic pitches</th>
<th>Duration: 5 Day(s)</th>
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<tbody>
<tr>
<td><strong>Learning Targets</strong></td>
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<tr>
<td>The student will be able to identify enharmonic pitches (Ab/G#, etc.) on the staff.</td>
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<table>
<thead>
<tr>
<th>Topic: Octave Identification</th>
<th>Duration: Ongoing</th>
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<tr>
<td><strong>Learning Targets</strong></td>
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<tr>
<td>The student will be able to notate on the grand staff various pitches according to their octave identification (C4 = middle C.)</td>
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<table>
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<tr>
<th>Topic: Dynamics</th>
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<td><strong>Learning Targets</strong></td>
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<td>The student will be able to identify various dynamic levels through the use of standard Italian dynamic markings - pp, p, mp, mf, f, ff</td>
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**Unit: Major and Minor Scales and Key Signatures**

**Unit Overview**
All scales, major and minor are comprised of some kind of basic pattern of pitches. Key signatures establish the patterns.

**Enduring Understandings**
Music has the potential to sound different because of the different scales that can be used to put together a melody.

Major and minor key signatures have a pattern by which they are placed on the staff.

**Essential Questions**
- Why are sharps or flats utilized in a key signature?
- In a major scale, why are the half steps placed in the location they are?

**Example Assessment Items**
Given several key signatures, label E flat and A flat.

<table>
<thead>
<tr>
<th>Topic: Major Scales and Key Signatures</th>
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<tbody>
<tr>
<td><strong>Description</strong></td>
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<tr>
<td>A major scale is comprised of a specific pattern of pitches and is normally indicated in printed music through the use of a key signature.</td>
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<thead>
<tr>
<th><strong>Learning Targets</strong></th>
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<tr>
<td>The student will be able to construct a major scale using the pattern of 1, 1, 1/2, 1, 1, 1, 1/2 steps.</td>
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<tr>
<td>The student will be able to identify by name and notate on staff paper all major key signatures in both flats and sharps.</td>
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<table>
<thead>
<tr>
<th>Topic: Minor Scales and Key Signatures</th>
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<tr>
<td><strong>Description</strong></td>
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<tr>
<td>Minor scales are comprised of several patterns that give each its own distinction. Minor scales are indicated in printed music through the use of a key signature.</td>
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<tr>
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<td>The student will be able to construct all three forms of the minor scale - natural, harmonic, melodic.</td>
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<tr>
<td>The student will be able to identify by name and notate on staff paper all minor key signatures in both flats and sharps.</td>
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Unit: Other Scales

Unit Overview
Some music uses other scales that do not fall into the categories of major or minor.

Enduring Understandings
Some very prominent music has been written in either a mode, a pentatonic scale or a blues scale.

Essential Questions
How is a pentatonic scale different from a major scale?
Why does a Blues scale have such a distinctive sound from a major scale?
Why are some scales considered modal?

Example Assessment Items
Listen to 3 music examples and identify the one that uses a blues scale.

Academic Vocabulary
church modes, pentatonic, blues, 12-bar blues, half steps, whole steps

Topic: Modes
Description
Modes use a different pitch pattern than major or minor.

Learning Targets
The student will be able to construct the correct scale pattern of half and whole steps for each of the church modes.

Topic: Pentatonic Scale
Description
The pentatonic Scale uses five pitches and is the basis for much folk music.

Learning Targets
The student will be able to identify the use of a pentatonic (5 note) scale in printed music.

Topic: Blues Scales
Description
The Blues scale is a merger of African and European elements and comprises six notes.

Learning Targets
The student will be able to construct a blues scale and identify the use of a blues scale in printed and performed music.

Unit: Triads and Seventh Chords

Unit Overview
The fundamental component of harmony is a chord. The most frequently used chords are triads and seventh chords.

Enduring Understandings
Triads are used to build chords.
Triads are built on different scale degrees

Essential Questions
How many pitches make up a triad?
How many pitches make up a 7th chord?

Example Assessment Items
On the piano, play a D Major chord.
On the piano, play a B Flat minor chord.
On solfege, sing the I chord in B major.
Given the pitch C as the root, construct a major triad.

Academic Vocabulary
triads, seventh chords, major, minor, augmented, diminished, interval, inversion, roman numeral analysis, figured bass notation

Topic: Triads
Duration: Ongoing
Learning Targets
The student will be able to identify and construct the four types of triads - major, minor, augmented, and diminished.
The student will be able to aurally identify the four types of triads - major, minor, augmented and diminished.

Topic: Seventh Chords
Learning Targets
The student will be able to identify and construct seventh chords including the dominant 7th, major 7th, minor 7th, half-diminished 7th, and diminished 7th chords.

Topic: Roman Numeral Analysis
Learning Targets
The student will be able to identify basic I, IV, V chord progressions with standard Roman Numeral analysis and figured bass notation.

Unit: Rhythm
Unit Overview
Much of music is notated and divided into two types of music recurring pulses, those that divide the basic pulse into two parts and those that divide the basic pulse into three parts.

Enduring Understandings
Music is separated into two types of rhythms, simple, and compound.

Essential Questions
Why can pulses in a rhythm be broken?
Into how many pulses can compound rhythm be broken?
Into how many pulses can simple rhythm be broken?

Example Assessment Items
Write a melody that switches back and forth between simple and compound rhythm.

Topic: Rhythmic Notation
Description
Students will know how to write a variety of rhythms using basic values, sixteenth notes, and dotted rhythms.

Learning Targets
The student will be able to notate a variety of rhythms using basic values, sixteenth notes, and dotted rhythms.

Topic: Rhythm I Simple Meter
Description
Most music that we encounter is written in simple meter.

Learning Targets
The student will be able to write and perform simple meter rhythms in 2/4, 3/4, 4/4, 2/2, 3/2, 4/2, 2/8, 3/8, 4/8 meter signatures.

Topic: Rhythm II Compound Meter
Description
Some compositions use meters that are compound.

Learning Targets
The student will be able to notate and perform compound meters in 6/8, 9/8, 12/8.

Unit: Chord Progressions
Unit Overview
Chords are constructed using triads. Triads will be labeled using Roman numerals. Scale degrees will be identified. Once an understanding of chord construction is achieved, basic chord progressions in major and minor keys will be explored.

Enduring Understandings
Basic chord progressions are found in major keys and minor keys.

Essential Questions
Why is the I - V chord progression so important to tonal music?
How is a deceptive cadence different from an authentic cadence?

Example Assessment Items
Through listening to musical passages, students will identify the passage that uses the progression I-IV-V-VI.

In the key of F major, write the chord progression I-IV-V-V6/5-I in open score.

Academic Vocabulary
- Roman Numeral analysis
- figured bass notation
- cadence, authentic, plagal, half-cadence, deceptive cadence
- tonic, super tonic, mediant, subdominant, dominant, submediant, leading tone, subtonic

Topic: Chord progressions
Duration: 0 Day(s)

Description
Students must understand:
- That three chords in major keys and minor keys can accompany most songs.
- The smooth transition of chord to chord depends upon the usage of inversions

Learning Targets
The student will be able to use roman numerals to analyze basic chord progressions of I, IV, V in a composition.

Topic: Cadences
Duration: Ongoing

Learning Targets
The student will be able to identify various cadences in a written composition - authentic, plagal, half, deceptive.

Unit: Form of Music
Duration: Ongoing

Unit Overview
Students must understand the basic forms of music helps to understand how a composition is organized and structured.

Enduring Understandings
Music is normally composed with a sense of form and structure which includes both repetition and variety.

Topic: Form in music
Duration: 0 Day(s)

Description
Definitions of motive, phrase, AB (Binary Form) and ABA (Ternary Form), Rondo

Learning Targets
The student will identify examples of music written in Binary, Ternary, and Rondo form.

Topic: Basic musical forms
Duration: 0 Day(s)

Learning Targets
The student will be able toaurally identify the basic musical forms of 12-bar blues, binary, ternary, rondao, theme and variations, strophic and song form.

Unit: The Basics of Music History
Duration: Ongoing
Unit Overview
Basic information about western music history from the middle ages through the 20th century and its forms will be covered.

Enduring Understandings
Forms in music have changes throughout the history of Western Music. Each musical period has particular characteristics that are unique to it which is evidenced through both looking at the music and listening to examples.

Essential Questions
How have forms of music changed over time?
How can you identify a time period by the composer or the musical piece?

Example Assessment Items
Listen to examples of pieces from different musical periods. Place each in the correct period by listening to the characteristics of the music.

Academic Vocabulary
musical form, Middle Ages, Renaissance, Baroque, Classical, Romantic, Impressionism, plus the composers for each era.

Topic: Middle Ages
Duration: Ongoing

Description
This represents the oldest music that we have on record. Prominent composers represented during this period were Dufay, Hildegard von Bingen, and Machaut.

Learning Targets
The student will gain an understanding and knowledge of the historical, cultural and political influences on prominent composers represented during this period including (but not limited to) Dufay, Hildegard von Bingen, and Machaut.

Topic: Renaissance
Duration: Ongoing

Description
This period in music followed the Middle ages and preceded the Baroque Era. Prominent composers included Palestrina and William Byrd.

Learning Targets
The student will gain an understanding and knowledge of the historical, cultural and political influences on prominent composers represented during this period including (but not limited to) Palestrina and William Byrd.

Topic: Baroque
Duration: Ongoing

Description
This musical period comes after the Renaissance and before the Classical period. Prominent composers during this musical era were Bach, Handel, Lully, Vivaldi, and Purcell.

Learning Targets
The student will gain an understanding and knowledge of the historical, cultural and political influences on prominent composers represented during this period including (but not limited to) J.S. Bach, Handel, Lully, Vivaldi, and Purcell.

Topic: Classical
Duration: Ongoing

Description
This musical era followed the Baroque period. Prominent composers include Mozart, Haydn, and Beethoven.

Learning Targets
The student will gain an understanding and knowledge of the historical, cultural and political influences on prominent composers represented during this period including (but not limited to) Mozart, Haydn, Beethoven.

Topic: Romantic
Duration: Ongoing

Description
This musical period followed the Classical era and boasts such prominent composers as Beethoven, Rossini, Franz Schubert, Berlioz, Mendelssohn, Chopin, Verdi, and Tchaikovsky.

Learning Targets
The student will gain an understanding and knowledge of the historical, cultural and political influences on prominent composers represented during this period including (but not limited to) Beethoven, Rossini, Schubert, Berlioz, Mendelssohn, Chopin, Verdi and Tchaikovsky.
**HS Music Theory**

Music  

**Grade(s):** 10th - 12th, 1 Credit  
**Elective Course**

<table>
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<th>Topic: Since 1900</th>
<th>Duration: Ongoing</th>
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**Description**

20th and 21st Century music is the most modern Western Music. Prominent composers in this musical era include Mahler, Debussy, Schoenberg, Ives, Stravinsky and Shostakovich.

**Learning Targets**

The student will gain an understanding and knowledge of the historical, cultural and political influences on prominent composers represented during this period including (but not limited to) Mahler, Debussy, Schoenberg, Ives, Stravinsky and Shostakovich.