

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Music Theory

Grade Level: High School (9-12)

Date of Board Approval: _____2018_____

Planned Instruction

Title of Planned Instruction: Music Theory

Subject Area: Music

Grade(s): 9-12

Course Description: This course is designed for students who wish to gain a better understanding of music and serves as preparation for AP Music Theory. Students will learn how to read, write, analyze and listen to music through the study of scales, chords, melody, and ear training. Membership in music ensembles is encouraged while taking this course, but is not required.

Time/Credit for the Course: Semester, 90 days

Curriculum Writing Committee: Kelly Craver

Curriculum Map

1. Marking Period One:

- **Overview based on 45 days:** An introduction to the basics of music, focusing on pitch, rhythm, scales, and intervals. Students are taught how to read music using standard notation including treble, bass and C clefs, and notate rhythms in simple, mixed, and compound meters. Students will also be introduced to proper conducting technique in a variety of time signatures and be able to correlate pitches on the staff to the keyboard. Students will use their knowledge of scales and the circle of fifths to determine key signatures in major and minor keys. Scale degree names, parallel and relative keys will also be introduced. Students will also learn how to identify and construct intervals of all distances and qualities. Individual students are tested on technical skills through sight-singing assessments, as well as written tests.
- **Goals:**
Students will be able to:
 - Identify and notate pitches on the staff using common-used clefs
 - Relate written music notation to pitches on the keyboard
 - Notate rhythm patterns in a variety of meters
 - Perform conducting patterns in simple, mixed, and compound meters using proper technique
 - Identify and construct major and minor scales
 - Sing passages in major and minor keys with accurate solfege syllables
 - Determine major and minor keys based on the circle of fifths
 - Identify scale degrees in major and minor keys
 - Connect knowledge of major and minor keys to parallel and relative keys
 - Construct, identify, aurally recognize, and sing intervals by distance and quality

Marking Period Two:

- **Overview based on 45 days:** Focuses on the identification and construction of triads and seventh chords in major and minor keys in root position and inversions. Students will be able to construct these chords in a tonal context using Roman numerals and be able to identify them in specific written music examples. Students will be able to analyze music written in standard notation, determining compositional techniques used such as various types of texture and form. Students will also continue to develop melodic dictation and sight-singing skills.
- **Goals:**
Students will be able to:
 - Identify and construct triads and seventh chords in major and minor keys in root position and inversions.
 - Identify and construct triads and seventh chords in a tonal context using Roman numerals.
 - Refine sight-singing technique and melodic dictation skills in major and minor keys.
 - Analyze pieces of music written in four-part harmony for voices and keyboard.
 - Identify various types of phrases, notate and identify cadences, apply harmonies to already existing melodies, and define and identify various song forms.

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Curriculum Plan

Unit 1: Pitch and Rhythm

Marking Period: 1, 45 Days

Standard(s): Pennsylvania Academic Standards for the Arts and Humanities

Standards Addressed: 9.1; 9.3

Anchor(s): [9.1.12.A](#); [9.1.12.B](#); [9.1.12.C](#); [9.1.12.G](#); [9.1.12.H](#); [9.3.12.A](#); [9.3.12.B](#); [9.3.12.G](#)

Big Idea(s): The skills, techniques, elements and principles of the arts can be learned, studied, refined, and practiced.

Essential Questions: How are the elements of music shared through notation?

Why is it important to be able to create, recreate, and perform music independently?

Concepts: The elements of music are shared through a universal system of musical notation that has changed through time.

While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse, and perform music independently.

Competencies: Identify how notation has changed through time and perform and notate music using modern musical notation.

Demonstrate the ability to independently create, recreate, rehearse, and perform musical works and explain why this is important.

Overview: An introduction to the basics of music, focusing primarily on pitch and rhythm. Students are taught how to read music using standard notation including treble, bass and C clefs, and notate rhythms in simple, mixed, and compound meters. Students will also be introduced to proper conducting technique in a variety of time signatures and be able to correlate pitches on the staff to the keyboard. Individual students are tested on technical skills through sight-singing assessments, as well as written tests.

Goals: Students will be able to identify and notate pitches on the staff using common-used clefs, relate written music notation to pitches on the keyboard, notate rhythm patterns in a variety of meters, and perform conducting patterns in simple, mixed, and compound meters using proper technique.

Objectives:

- Students will be able to identify and notate pitches on the staff using treble, bass, and C clefs. (DOK Levels 1 and 2)
- Students will be able to perform pitches on the keyboard in treble, bass and C clefs. (DOK Level 1)

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- Students will be able to relate written music notation to pitches on the keyboard. (DOK Level 2)
- Students will be able to notate rhythm patterns in simple, mixed, and compound meters using proper notation. (DOK Level 2)
- Students will be able to demonstrate an understanding of pulse through the performance of various rhythm patterns in simple, mixed, and compound meters. (DOK Level 4)
- Students will be able to perform conducting patterns in simple, mixed, and compound meters using proper technique. (DOK Level 4)
- Students will be able to demonstrate proper rehearsal and performance techniques required for sight-singing assessments. (DOK Level 4)
- Students will be able to accurately assess themselves and their peers on necessary skills needed for sight-singing assessments. (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Review of Prior Knowledge**
 - Review of basic music notation (letter names and note values)
- **Introduction of New Concepts**
 - Introduction to the keyboard.
 - Introduction to accidentals and enharmonic equivalents.
 - Introduction to reading pitches from a score, including treble, bass, and C-clefs, registers, and ledger lines.
 - Introduction to pulse, tempo, and conducting patterns.
 - Introduction to notating and counting rhythms in simple, mixed, and compound meters.
 - Introduction to rhythmic dictation in simple, mixed, and compound meters.
- **Demonstration and Practice**
 - Students will engage in self-guided practice of new concepts.
 - Students will have the opportunity for one-on-one or small group tutoring.
- **Execution**
 - Sight-Singing Assessments
 - Students will be periodically tested of the development of specific skills such as counting rhythms in simple, mixed, and compound meters.
 - Some assessments will be graded pass/fail and some are graded with weighted criteria.
 - Written Tests
 - Knowledge of the keyboard, clefs, accidentals, enharmonic equivalents, note values, rhythmic dictation, and score reading.

Assessments:

- **Diagnostic:**
 - Daily Teacher Observation
 - Questioning
 - Theory Pre-Test
- **Formative:**

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- Daily review of prior concepts
- Class discussion
- Homework
- Quizzes
- **Summative:**
 - Written Tests
 - Sight-Singing Assessments

Extensions:

- Increase/decrease difficulty sight-singing assessment content
- Additional supplemental performance material

Correctives:

- Re-teaching (full class or small group as needed)
- Peer assistance
- Additional reinforcement activities

Materials and Resources:

- Staff Paper
- Handouts
- Piano
- Sightreadingfactory.com
- Musictheory.net
- Teoria.com
- Sight-Singing Assessment Rubrics
- Written Tests and Quizzes
- Audio and video examples

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Unit 2: Scales and Intervals

Marking Period: 1, 45 Days

Standard(s): Pennsylvania Academic Standards for the Arts and Humanities

Standards Addressed: 9.1; 9.3

Anchor(s): [9.1.12.A](#); [9.1.12.B](#); [9.1.12.C](#); [9.1.12.G](#); [9.1.12.H](#); [9.3.12.A](#); [9.3.12.B](#); [9.3.12.G](#)

Big Idea(s): The skills, techniques, elements and principles of the arts can be learned, studied, refined, and practiced.

- Essential Questions:** How are the elements of music shared through notation?
Why is it important to be able to create, recreate, and perform music independently?
- Concepts:** The elements of music are shared through a universal system of musical notation that has changed through time.
While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse, and perform music independently.
- Competencies:** Identify how notation has changed through time and perform and notate music using modern musical notation.
Demonstrate the ability to independently create, recreate, rehearse, and perform musical works and explain why this is important.

Overview: This unit focuses on the identification and construction of major and minor scales, as well as intervals. Students will use their knowledge of scales and the circle of fifths to determine key signatures in major and minor keys. Scale degree names, parallel and relative keys will also be introduced. Students will also learn how to identify and construct intervals of all distances and qualities, and begin to notate simple melodies in major and minor keys using aural skills. Individual students are tested on technical skills through sight-singing assessments, as well as written tests.

Goals: Students will be able to identify and construct major and minor scales, sing passages in major and minor keys with accurate solfege syllables, determine major and minor keys based on the circle of fifths, identify scale degrees in major and minor keys, connect knowledge of major and minor keys to parallel and relative keys, construct, identify, aurally recognize, and sing intervals by distance and quality, and begin notate simple melodies in major and minor keys using aural skills.

Objectives:

- Students will be able to identify and construct major scales. (DOK Levels 1 and 2)
- Students will be able to identify and construct natural, harmonic, and melodic minor scales. (DOK Levels 1 and 2)

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- Students will be able to apply their knowledge of major and minor scales to sight-singing exercises (DOK Level 4)
- Students will be able to determine major and minor key signatures based on the circle of fifths. (DOK Level 1)
- Students will be able to accurately identify the appropriate names for every scale degree in major and minor scales. (DOK Level 1)
- Students will be able to use their knowledge of major and minor key signatures to determine parallel and relative key signatures. (DOK Level 4)
- Students will be able to identify, notate, aurally recognize, and sing intervals using quality and distance (minor 3rd, perfect 5th, etc). (DOK Levels 1 and 2)
- Students will be able to notate simple melodies in major and minor key signatures using standard notation. (DOK Level 4)
- Students will be able to demonstrate proper rehearsal and performance techniques required for sight-singing assessments. (DOK Level 4)
- Students will be able to accurately assess themselves and their peers on necessary skills needed for sight-singing assessments. (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Review of Prior Knowledge**
 - Review of half and whole steps and enharmonic equivalents.
- **Introduction of New Concepts**
 - Introduction to major scales.
 - Introduction to key signatures and the circle of fifths.
 - Introduction to scale-degree names.
 - Introduction to parallel and relative key signatures.
 - Introduction to minor scales.
 - Introduction to intervals and interval quality.
 - Introduction to melodic dictation in major and minor keys.
- **Demonstration and Practice**
 - Students will engage in self-guided practice of new concepts.
 - Students will have the opportunity for one-on-one or small group tutoring.
- **Execution**
 - Sight-Singing Assessments
 - Students will be periodically tested of the development of specific skills such as major scales, minor scales, and intervals on solfege.
 - Some assessments will be graded pass/fail and some are graded with weighted criteria.
 - Written Tests
 - Knowledge of major scales, all forms of minor scales, key signatures, parallel and relative keys, scale-degree names, intervals and interval qualities, and melodic dictation.

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Assessments:

- **Diagnostic:**
 - Daily Teacher Observation
 - Questioning
- **Formative:**
 - Daily review of prior concepts
 - Class discussion
 - Homework
 - Quizzes
- **Summative:**
 - Written Tests
 - Sight-Singing Assessments

Extensions:

- Increase/decrease difficulty sight-singing assessment content
- Additional supplemental performance material

Correctives:

- Re-teaching (full class or small group as needed)
- Peer assistance
- Additional reinforcement activities

Materials and Resources:

- Staff Paper
- Handouts
- Piano
- Sightreadingfactory.com
- Musictheory.net
- Teoria.com
- Sight-Singing Assessment Rubrics
- Written Tests and Quizzes
- Audio and video examples

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Unit 3: Triads and Seventh Chords

Marking Period: 2, 45 Days

Standard(s): Pennsylvania Academic Standards for the Arts and Humanities

Standards Addressed: 9.1; 9.3

Anchor(s): [9.1.12.A](#); [9.1.12.B](#); [9.1.12.C](#); [9.1.12.G](#); [9.1.12.H](#); [9.3.12.A](#); [9.3.12.B](#); [9.3.12.G](#)

Big Idea(s): The skills, techniques, elements and principles of the arts can be learned, studied, refined, and practiced.

- Essential Questions:** How are the elements of music shared through notation?
Why is it important to be able to create, recreate, and perform music independently?
- Concepts:** The elements of music are shared through a universal system of musical notation that has changed through time.
While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse, and perform music independently.
- Competencies:** Identify how notation has changed through time and perform and notate music using modern musical notation.
Demonstrate the ability to independently create, recreate, rehearse, and perform musical works and explain why this is important.

Overview: This unit focuses on the identification and construction of triads and seventh chords in major and minor keys in root position and inversions. Students will also be able to construct these chords in a tonal context using Roman numerals and be able to identify them in specific written music examples. Sight-singing technique will continue to be developed from the previous unit as well as melodic dictation skills in major and minor keys. Individual students are tested on technical skills through sight-singing assessments, as well as written tests.

Goals: Students will be able to identify and construct triads and seventh chords in major and minor keys in root position and inversions, identify and construct triads and seventh chords in a tonal context using Roman numerals, continue to refine sight-singing technique in major and minor keys, and continue to develop melodic dictation skills in major and minor keys.

Objectives:

- Students will be able to identify and construct triads in major and minor keys in root position and inversions. (DOK Levels 1 and 2)
- Students will be able to identify and construct scale-degree triads in tonal context given Roman numerals. (DOK Levels 1 and 2)

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- Students will be able to identify and construct seventh chords in major and minor keys in root position and inversions. (DOK Levels 1 and 2)
- Students will be able to demonstrate proper rehearsal and performance techniques required for sight-singing assessments. (DOK Level 4)
- Students will be able to accurately assess themselves and their peers on necessary skills needed for sight-singing assessments. (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Review of Prior Knowledge**
 - Review of major and minor key signatures.
 - Review of intervals.
 - Review of melodic dictation.
- **Introduction of New Concepts**
 - Introduction to triads in root position.
 - Introduction to triad inversion.
 - Introduction to triads in a tonal context (Roman numerals).
 - Introduction to seventh chords in root position.
 - Introduction to inversions of seventh chords.
- **Demonstration and Practice**
 - Students will engage in self-guided practice of new concepts.
 - Students will have the opportunity for one-on-one or small group tutoring.
- **Execution**
 - Sight-Singing Assessments
 - Students will be periodically tested of the development of specific skills such as major scales, minor scales, and intervals on solfege.
 - Some assessments will be graded pass/fail and some are graded with weighted criteria.
 - Written Tests
 - Knowledge of triads and their inversions, seventh chords and their inversions, Roman numeral analysis, and melodic dictation.

Assessments:

- **Diagnostic:**
 - Daily Teacher Observation
 - Questioning
- **Formative:**
 - Daily review of prior concepts
 - Class discussion
 - Homework
 - Quizzes
- **Summative:**
 - Written Tests
 - Sight-Singing Assessments

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Extensions:

- Increase/decrease difficulty sight-singing assessment content
- Additional supplemental performance material

Correctives:

- Re-teaching (full class or small group as needed)
- Peer assistance
- Additional reinforcement activities

Materials and Resources:

- Staff Paper
- Handouts
- Piano
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- Teoria.com
- Sight-Singing Assessment Rubrics
- Written Tests and Quizzes
- Audio and video examples

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Unit 4: Texture and Form

Marking Period: 2, 45 Days

Standard(s): Pennsylvania Academic Standards for the Arts and Humanities

Standards Addressed: 9.1; 9.3; 9.4

Anchor(s): [9.1.12.A](#); [9.1.12.B](#); [9.1.12.C](#); [9.1.12.G](#); [9.1.12.H](#); [9.3.12.A](#); [9.3.12.B](#); [9.3.12.C](#); [9.3.12.G](#); [9.4.12.C](#)

Big Idea(s): The skills, techniques, elements and principles of the arts can be learned, studied, refined, and practiced.
People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.

Essential Questions: How are the elements of music shared through notation?
Why is it important to be able to create, recreate, and perform music independently?
What decisions do musicians make to influence the way people experience their work?

Concepts: The elements of music are shared through a universal system of musical notation that has changed through time.
While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse, and perform music independently.
Musicians makes choices that influence the way people experience their work.

Competencies: Identify how notation has changed through time and perform and notate music using modern musical notation.
Demonstrate the ability to independently create, recreate, rehearse, and perform musical works and explain why this is important.
Analyze the ways in which a musician's use of rhythm, melody, harmony, form, texture, and expressive qualities influence an audience's response to the music.

Overview: This unit focuses on student's ability to analyze music written in standard notation, determining compositional techniques used such as various types of texture and form. Students will continue to develop melodic dictation and sight-singing skills.

Goals: Students will be able to analyze pieces of music written in four-part harmony for voices and keyboard, identify various types of phrases, notate and identify cadences, apply harmonies to already existing melodies, and define and identify various song forms.

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Objectives:

- Students will be able to analyze the notation of four-part harmony for voices and keyboard. (DOK Level 4)
- Students will be able to identify and analyze the parts of a phrase, including motives and cadences. (DOK Levels 2 and 4)
- Students will be able to apply harmonies to already existing melodies. (DOK Levels 3 and 4)
- Students will be able to define and identify various song forms based on specific criteria. (DOK Level 1)
- Students will be able to demonstrate proper rehearsal and performance techniques required for sight-singing assessments. (DOK Level 4)
- Students will be able to accurately assess themselves and their peers on necessary skills needed for sight-singing assessments. (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Review of Prior Knowledge**
 - Review of key signatures.
- **Introduction of New Concepts**
 - Introduction to four-part harmony.
 - Introduction to phrases.
 - Introduction to motives and themes.
 - Introduction to cadences (authentic, half, and deceptive).
 - Introduction to form (binary, ternary, variations, rondo, and sonata)
- **Demonstration and Practice**
 - Students will engage in self-guided practice of new concepts.
 - Students will have the opportunity for one-on-one or small group tutoring.
- **Execution**
 - Sight-Singing Assessments
 - Students will be periodically tested of the development of specific skills such as major scales, minor scales, and intervals on solfege.
 - Some assessments will be graded pass/fail and some are graded with weighted criteria.
 - Written Tests
 - Knowledge of harmony, phrases, motives, themes, cadences, and form.

Assessments:

- **Diagnostic:**
 - Daily Teacher Observation
 - Questioning
- **Formative:**
 - Daily review of prior concepts
 - Class discussion
 - Homework

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- Quizzes
- **Summative:**
 - Written Tests
 - Sight-Singing Assessments

Extensions:

- Increase/decrease difficulty sight-singing assessment content
- Additional supplemental performance material

Correctives:

- Re-teaching (full class or small group as needed)
- Peer assistance
- Additional reinforcement activities

Materials and Resources:

- Staff Paper
- Handouts
- Piano
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- Teoria.com
- Sight-Singing Assessment Rubrics
- Written Tests and Quizzes
- Audio and video examples

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Checklist to Complete and Submit:
(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- _____ The primary textbook form(s).
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____