

MUSIC THEORY I

Music Theory I is open to all students in grades 10-12 who have a basic knowledge of music notation and fundamental music literacy concepts and wish to develop skills in music theory. It is appropriate for students in band, orchestra and choir, as well as students not enrolled in a performing group who are interested in music theory. Students will study elements of music theory including notation, scales, rhythm, solfege, ear training, form and Roman Numeral Analysis, and will explore the fundamentals of harmonic structure, chords and melody by way of the four artistic processes: creating, performing, responding and connecting. Students will use computer software programs to develop and enhance their music literacy skills and to create musical compositions. This is a one semester course that meets twice per four day rotation and is the prerequisite for Music Theory II: Elements of Composing and Arranging.

Course Overview

Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative**, **responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and **connects** to promote and enhance lifelong learning.

Artistic Processes

- Create
- Perform
- Respond
- Connect

Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Course Skill Objectives

Students will:

- Play scales and simple melodies in both treble and bass clef on the keyboard.
- Create and compose using traditional elements of harmony.
- Read and notate music.
- Listen to, analyze, interpret, and evaluate music.
- Understand relationships between music history, cultures and other academic and artistic disciplines.

<p><u>Unit of Study</u></p> <ul style="list-style-type: none">I. Western Music: Comparison, Notation, History, Basic Keyboard SkillsII. Scales, Tonality, Key SignaturesIII. Intervals & TranspositionIV. ChordsV. Cadences & Non-Harmonic Tones		<p><u>Assessments:</u></p> <ul style="list-style-type: none">• Students will complete a Summative Assessment for each unit of study.• Summative District Wide Final Exam
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Unit 1- Western Music: Comparison, Notation and History, Basic Keyboard Skills

Time Allotment: 3 weeks

Skill Objectives:

- Students will be able to read and notate music in soprano, alto, treble, tenor and bass clefs
- Students will be able to identify and perform pitches on the keyboard and grand staff
- Students will be able to differentiate aspects of Western and Non-Western music

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Present/Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>	Connecting <i>Relating artistic ideas and work with personal meaning and external context.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Present</p>	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Understanding connections to varied contexts and daily life enhances musicians’ creating, performing and responding. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music? <p>Process Components: Analyze</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze, interpret, read and notate music in treble clef, bass clef, alto clef, tenor clef, and soprano clef. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze and interpret pitches on the grand staff. They will then rehearse and present those pitches on the keyboard. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will listen to examples of Western vs Non-Western music and analyze the differences as they relate to melody, rhythm, instrumentation, and tone color.

<ul style="list-style-type: none">• Students will analyze, interpret, read, and notate notes based on octave designations.• Students will interpret accidental symbols.• Students will evaluate and notate enharmonic pitches.• Students will interpret rhythmic dictation using standard music notation.		
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Tools for Instruction: workbook, textbook, piano keyboard, musictheory.net

Assessments:

Unit 1 Summative Assessment

Unit 2- Scales, Tonality, and Key Signatures

Time Allotment: 4 weeks

Skill Objectives:

- Students will identify and notate a variety of scale types
- Students will notate and perform a variety of scales in the keys of C, G, and F
- Students will use the circle of fifths to identify major keys and establish the relationships between relative and parallel minors

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Presenting/Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret, Evaluate</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze, interpret, and evaluate scale types including major, harmonic minor, natural minor, melodic minor, whole tone, chromatic, major pentatonic, and blues scales. • Students will evaluate and identify aural examples of scales. • Students will analyze and interpret scale degrees. • Students will analyze and interpret the circle of fifths. • Students will analyze, interpret, and evaluate relative and parallel major and minor key signatures. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will notate and perform on the keyboard Major, Natural Minor, Relative Minor, and Melodic Minor Scales in the keys of C, G, and F. They will analyze, evaluate, and refine as needed.

Tools for Instruction: workbook, textbook, piano keyboard, musictheory.net

Assessments:

Unit 2 Summative Assessment
Scale Performance Assessment

Unit 3- Intervals and Transposition

Time Allotment: 2-3 weeks

Skill Objectives:

- Students will identify and notate intervals both aurally and visually
- Students will transpose melodies
- Students will use standard music notation to transcribe melodic dictation

Responding

Understanding and evaluating how the arts convey meaning.

Enduring Understanding

- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music.

Essential Question

- How do we judge the quality of musical work(s) and performances?

Process Components: Analyze, Interpret, Evaluate

Instructional Strategies/Process

- Students will analyze interval quantity and quality visually.
- Students will analyze and evaluate the quantity and quality of melodic and harmonic intervals aurally.
- Students will analyze and notate interval inversions.
- Students will analyze and notate simple and compound intervals.
- Students will transpose melodies and evaluate performances of those melodies.
- Students will interpret melodic dictation using standard music notation.

Tools for Instruction: workbook, textbook, musictheory.net

Assessments:

Transposition Assessment

Unit 4- Chords

Time Allotment: 3 weeks

Skill Objectives:

- Students will analyze, identify and perform chords in root position and multiple inversions
- Students will use Roman Numeral Analysis to identify chords
- Students will compose using block chords

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Present/Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>	Creating <i>Conceiving and developing new artistic ideas and work.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Rehearse, Refine, Present</p>	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Make, Plan, Analyze, Evaluate, and Refine</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will evaluate chord qualities using diatonic triads in both major and minor keys. • Students will analyze and interpret major, minor, diminished, and 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will rehearse, refine, and present original chordal compositions to the class. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will compose (plan and make) an 8 measure block chord composition using chords, chord inversions, circle progressions, with Roman Numeral Analysis using music notation software.

<p>augmented triads in root position and both inversions.</p> <ul style="list-style-type: none"> • Students will aurally identify major, minor, diminished, and augmented chords. • Students will analyze and interpret major, minor, major minor, half diminished, and fully diminished 7th chords in root position and all inversions. • Students will analyze and interpret chords with their Roman Numeral designation. • Students will analyze and interpret chords with their Modern Chord Symbol designation. • Students will analyze and evaluate their peer's chordal compositions. 		<ul style="list-style-type: none"> • Students will analyze, evaluate, and refine their work as needed.
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Tools for Instruction: workbook, textbook, piano keyboard, musictheory.net, Practica Musica, music notation software

Assessments:

Unit 4 Summative Assessment

Unit 4 Composition

Unit 5- Cadences and Non-Harmonic Tones

Time Allotment: 3 weeks

Skill Objectives:

- Students will analyze, identify, evaluate and perform a variety of cadences
- Students will analyze and evaluate non-harmonic tones
- Students will compose using a variety of cadences and non-harmonic tones labeled with Roman Numeral Analysis

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Present/Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>	Creating <i>Conceiving and developing new artistic ideas and work.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Evaluate</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Rehearse, Refine, Present</p>	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Make, Plan, Analyze, Evaluate, and Refine</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze and evaluate harmonic cadences. • Students will aurally identify authentic plagal, deceptive, and half cadences. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will rehearse, refine, and present original chordal compositions to the class. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will compose (plan and make) a 16 measure melodic and harmonic composition that uses specific cadences and a variety of Non-Harmonic Tones with Roman Numeral Analysis using music notation software.

<ul style="list-style-type: none">• Students will analyze and evaluate accented and unaccented Non-Harmonic Tones.• Students will analyze and evaluate through class discussion their peer's compositions.		<ul style="list-style-type: none">• Students will analyze, evaluate, and refine their work as needed.
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Tools for Instruction: workbook, textbook, Practica Musica, music notation software

Assessments:
Unit 5 Composition