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

Curriculum Revision Tracking

Fall, 2019

- Aligned all units to the new Missouri Learning Standards for Fine Arts

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:
- MU:Cr4A.C.Ia Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as onepart, cyclical, binary).
- MU:Cr4B.C.Ia Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.
- MU:Cr4C.C.Ia Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.
- MU:Cr5A.C.Ib Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.
- MU:Cr6A.C.Ia Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Cr6A.C.Ib Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
- MU:Cr7A.C.Ia Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.
- MU:Cr7B.C.Ia Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- MU:Cr8A.C.Ia Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

Supporting Standards for unit:
- MU:Cn11A.C.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms	Identify	Understand	2
specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms	Select	Understand	2
how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance	Analyze	Analyze	2
interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent	Develop	Create	3
The way(s) in which performances convey the elements of music, style, and mood	Identify	Understand	2
live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent	Share	Apply	3
how compositions are appropriate for an audience or context, and how this will shape future compositions	Identify	Understand	2
Teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition	Apply	Apply	3
aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener	Analyze	Analyze	3
interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work	Develop	Create	3

interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work	Explain	Understand	2

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:

- MU:Cr4A.C.Ia Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as onepart, cyclical, binary).
- MU:Cr4B.C.Ia Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.
- MU:Cr4C.C.Ia Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.
- MU:Cr5A.C.Ib Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.
- MU:Cr6A.C.Ia Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Cr6A.C.Ib Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
- MU:Cr7A.C.Ia Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.
- MU:Cr7B.C.Ia Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- MU:Cr8A.C.Ia Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

Supporting:

- MU:Cn11A.C.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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*:
> - MU:Cr4A.C.Ia Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as onepart, cyclical, binary).
> - MU:Cr4B.C.Ia Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.
> - MU:Cr4C.C.Ia Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.
> - MU:Cr5A.C.Ib Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.
> - MU:Cr6A.C.Ia Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
> - MU:Cr6A.C.Ib Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
> - MU:Cr7A.C.Ia Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.
> - MU:Cr7B.C.Ia Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
> - MU:Cr8A.C.Ia Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.
>
> *Supporting*:
> - MU:Cn11A.C.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

<u>Engaging Experience 1</u>
Title: Historical Overview of the Baroque Era
Suggested Length of Time: 2 blocks
Standards Addressed
> *Priority*:
> - MU:Cr4A.C.Ia Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as onepart, cyclical, binary).
> - MU:Cr4B.C.Ia Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.
> - MU:Cr4C.C.Ia Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.
> - MU:Cr5A.C.Ib Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.
> - MU:Cr6A.C.Ia Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
> - MU:Cr6A.C.Ib Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
> - MU:Cr7A.C.Ia Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.
> - MU:Cr7B.C.Ia Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
> - MU:Cr8A.C.Ia Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.
>
> *Supporting*:
> - MU:Cn11A.C.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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:
- MU:Cr4A.C.Ia Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as onepart, cyclical, binary).
- MU:Cr4B.C.Ia Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.
- MU:Cr4C.C.Ia Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.
- MU:Cr5A.C.Ib Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.
- MU:Cr6A.C.Ia Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Cr6A.C.Ib Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
- MU:Cr7A.C.Ia Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.
- MU:Cr7B.C.Ia Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- MU:Cr8A.C.Ia Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

Supporting:
- MU:Cn11A.C.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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:
- MU:Cr4A.C.Ia Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as onepart, cyclical, binary).
- MU:Cr4B.C.Ia Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.
- MU:Cr4C.C.Ia Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.
- MU:Cr5A.C.Ib Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.
- MU:Cr6A.C.Ia Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Cr6A.C.Ib Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
- MU:Cr7A.C.Ia Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.
- MU:Cr7B.C.Ia Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- MU:Cr8A.C.Ia Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

Supporting:
- MU:Cn11A.C.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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:

- MU:Cr4A.C.Ia Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as onepart, cyclical, binary).
- MU:Cr4B.C.Ia Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.
- MU:Cr4C.C.Ia Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.
- MU:Cr5A.C.Ib Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.
- MU:Cr6A.C.Ia Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Cr6A.C.Ib Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
- MU:Cr7A.C.Ia Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.
- MU:Cr7B.C.Ia Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- MU:Cr8A.C.Ia Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

Supporting:

- MU:Cn11A.C.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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.

Priority Standards for unit:
- MU:Cr1A.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images and/or storylines.
- MU:Cr2A.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
How sounds and short musical ideas can be used to represent personal experiences, moods, visual images and/or storylines	Describe	Understand	2
short musical ideas to create initial expressions of selected experiences, moods, images, or storylines	Assemble	Apply	2
short musical ideas to create initial expressions of selected experiences, moods, images, or storylines	Organize	Apply	2
teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions	Identify	Understand	2
teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions	Describe	Understand	2

teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions	Apply	Apply	3
music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent	Share	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:
- MU:Cr1A.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images and/or storylines.
- MU:Cr2A.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

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:
- MU:Cr1A.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images and/or storylines.
- MU:Cr2A.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

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:

- MU:Cr1A.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images and/or storylines.
- MU:Cr2A.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

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:*
> - MU:Cr1A.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images and/or storylines.
> - MU:Cr2A.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
> - MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
> - MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

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:

- MU:Cr1A.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images and/or storylines.
- MU:Cr2A.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

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:*
> - MU:Cr1A.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images and/or storylines.
> - MU:Cr2A.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
> - MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
> - MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

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:
- MU:Cr1A.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images and/or storylines.
- MU:Cr2A.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

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:
- MU:Cr1A.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images and/or storylines.
- MU:Cr2A.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

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:*
> - MU:Cr1A.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images and/or storylines.
> - MU:Cr2A.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
> - MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
> - MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

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:*
> - MU:Cr1A.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images and/or storylines.
> - MU:Cr2A.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
> - MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
> - MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

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:
- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Cr3B.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.
- MU:Cr7B.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as a composer, performer, and/or listener.

Supporting Standards for unit:
- MU:Cr9A.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- MU:Cr9A.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions	Identify	Understand	2
teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions	Describe	Understand	2

teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions	Apply	Apply	3
Music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent	Share	Apply	3
The given context and performance medium for presenting personal works, and how they impact the final composition and presentation	Describe	Understand	2
compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as a composer, performer, and/or listener	Analyze	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:

- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Cr3B.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.
- MU:Cr7B.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as a composer, performer, and/or listener.

Supporting:

- MU:Cr9A.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- MU:Cr9A.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

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:

- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Cr3B.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.
- MU:Cr7B.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as a composer, performer, and/or listener.

Supporting:
- MU:Cr9A.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- MU:Cr9A.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

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:
- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Cr3B.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.
- MU:Cr7B.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as a composer, performer, and/or listener.

Supporting:
- MU:Cr9A.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- MU:Cr9A.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

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:
- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Cr3B.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.
- MU:Cr7B.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as a composer, performer, and/or listener.

Supporting:
- MU:Cr9A.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- MU:Cr9A.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

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:

- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Cr3B.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.
- MU:Cr7B.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as a composer, performer, and/or listener.

Supporting:

- MU:Cr9A.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- MU:Cr9A.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

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:*
> > ● MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
> > ● MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
> > ● MU:Cr3B.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.
> > ● MU:Cr7B.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as a composer, performer, and/or listener.
>
> *Supporting:*
> > ● MU:Cr9A.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
> > ● MU:Cr9A.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

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:*
> > ● MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Cr3B.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.
- MU:Cr7B.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as a composer, performer, and/or listener.

Supporting:
- MU:Cr9A.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- MU:Cr9A.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

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:

- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Cr3B.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.
- MU:Cr7B.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as a composer, performer, and/or listener.

Supporting:

- MU:Cr9A.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- MU:Cr9A.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

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:
- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Cr3B.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.
- MU:Cr7B.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as a composer, performer, and/or listener.

  Supporting:
- MU:Cr9A.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- MU:Cr9A.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

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:

- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Cr3B.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.
- MU:Cr7B.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as a composer, performer, and/or listener.

Supporting:

- MU:Cr9A.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- MU:Cr9A.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

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:

- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Cr3B.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.
- MU:Cr7B.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as a composer, performer, and/or listener.

Supporting:
- MU:Cr9A.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- MU:Cr9A.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

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:
- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Cr3B.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.
- MU:Cr7B.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the

analysis provides models for personal growth as a composer, performer, and/or listener.

Supporting:
- MU:Cr9A.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- MU:Cr9A.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

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:
- MU:Cr3A.C.Ia Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3B.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Cr3B.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.
- MU:Cr7B.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as a composer, performer, and/or listener.

Supporting:
- MU:Cr9A.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- MU:Cr9A.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

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.