

Pequannock Township School District

Curriculum Syllabus

Course Name and level / Grade level and Subject:

Advanced Placement Music Theory, 10-12

Course Description:

Music theory is a vessel for students to develop the deepest and most intimate relationship possible with their chosen art form, as well as chance to examine the contextual aspects of the chosen music(s) that intersect with the other areas of academia, society, and beyond. Music theory is a course that allows a student musician to broaden their capacity for music appreciation and understanding. Students will be challenged to analyze the art form at a high level, therefore heightening their awareness of not just music, but of all other art forms as well. The primary incentive is that it will allow students to be intellectually stimulated by the music that they listen to and participate in.

Course Proficiencies:

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The following proficiencies are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.

1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.

1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.

1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

Scope and Sequence

<p>Unit 1</p> <p>This unit will introduce students to both basic and complex rhythms from simple and compound meter. Students will be able to analyze and dictate syncopated rhythms.</p>
<p>Unit 2</p> <p>Students will acquire the skills necessary to sing a melody on first sight. Students will also be able to dictate a melody that is sung for them.</p>
<p>Unit 3</p> <p>Students will be exposed to the various church modes and their uses. Students will be able to aurally and visually identify modes.</p>
<p>Unit 4</p> <p>Students will garner the skills necessary to analyze secondary functions and describe their harmonic purpose.</p>
<p>Unit 5</p>

Students will analyze Bach figured basses and fill in necessary voices.

Assessments

Evaluation of student achievement in this course will be based on the following:

- a. Observational data collected by teachers as students are learning
- b. Formative assessments given by teachers to gauge progress toward each standard

Curriculum Resources

Instructional Resources:

Tonal Harmony

Music for Sight Singing

Barron's AP Music Theory

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

1. Attend local concerts and/or play performances
2. Attend high school performances
3. Websites - musictheory.net, musictechteacher.com and <https://www.teoria.com/en/exercises/>