

Pequannock Township School District

Curriculum Syllabus

Course Name and level / Grade level and Subject: Music Theory, 9-12

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. Students will learn notation, scales, tonal harmony, rhythm and form. Students will study the music of Bach, Mozart, Beethoven and others (including the Beatles). This course should allow students to understand, analyze and listen to all genres of music in an informed manner.

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. 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
2. 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.
3. 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.
4. 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
5. 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.
6. 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.
7. 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.
8. 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.

9. 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
10. 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.
11. 1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.
12. 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
13. 1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

Scope and Sequence

Unit 1

This unit will introduce how to read basic music. Students will be able to identify all notes on a treble and bass clef. Students will also listen to music of various genres and learn to listen critically.

Unit 2

This unit will introduce students to the foundation of tonal harmony. Students will memorize the Circle of Fifths and be able to apply their knowledge to create scales and key signatures.

Unit 3

This unit will introduce basic harmony. Students will be able to articulate and listen to two (intervals) or three (chords) notes together and understand why a certain sound is created.

Unit 4

This Unit will introduce how chords and intervals resolve and relate to each other horizontally.

Unit 5

This Unit allows students to put their previous work into a broader context by identifying and labeling certain parts of their scores. It will allow students to make multiple connections within and between different works.

Unit 6

This Unit will enable students to cumulatively apply their knowledge to analyze an entire work. They will be able to analyze large forms as well as minute details; this together will allow students to intellectually understand complex and interconnected classical works.

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

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/>