
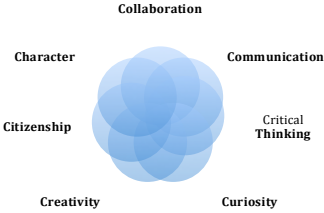


Content Area	Course: Music Theory	Grade Level: 9-12
<p>Music Theory</p> 	<p>R14 The Seven Cs of Learning</p> 	
Unit Titles		Length of Unit
<ul style="list-style-type: none"> • The Basics of Music Theory 	<ul style="list-style-type: none"> • 2-3 Weeks 	
<ul style="list-style-type: none"> • Rhythm & Meter 	<ul style="list-style-type: none"> • 2-3 Weeks 	
<ul style="list-style-type: none"> • Scales & Key Signatures 	<ul style="list-style-type: none"> • 3-4 Weeks 	
<ul style="list-style-type: none"> • Intervals 	<ul style="list-style-type: none"> • 3- 4 Weeks 	
<ul style="list-style-type: none"> • Chords 	<ul style="list-style-type: none"> • 3-4 Weeks 	



Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> • The understanding that creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • 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. • Musicians' presentation of creative work is the culmination of a process of creation and communication.
Perform	<ul style="list-style-type: none"> • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent. • 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.
Respond	<ul style="list-style-type: none"> • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • Can respond to music that is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Connect	<ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

*Expectations are based on the National Coalition Core for Art Standards

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Unit Title	The Basics of Music Theory	Length of Unit	2-3 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • When is creative work ready to share? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • How do individuals choose music to experience? • How do we judge the quality of musical works and performances? 		
Standards*	<p>Create: <i>Imagine:</i> MU:Cr2.1.C.IIa <i>Plan & Make:</i> MU:Cr2.1.C.IIa <i>Present:</i> MU:Cr3.2.C.IIa</p> <p>Perform: <i>Interpret:</i> MU:Pr4.3.C.IIa <i>Rehearse, Evaluate & Refine:</i> MU:Pr5.1.C.IIa</p> <p>Respond: <i>Select:</i> MU:Re7.1.C.IIa <i>Evaluate:</i> MU:Re9.1.C.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • The Staff • Note and Rest Values • Measures & Time Signatures • Dots & Ties • Steps & Accidentals • Sight Singing 		
Key Vocabulary	staff, treble clef, bass clef, alto clef, ledger line, whole note and rest, half note and rest, quarter note and rest, eighth note and rest, dotted notes, measure, time signature, tie, step, sharp, flat, natural, accidental		

*Standards based on National Coalition Core for Art Standards. For more information visit:

<http://www.nationalartsstandards.org/sites/default/files/Music%20Composition%20and%20Theory%20at%20a%20Glance%203-4-15.pdf>

Unit Title	The Basics of Music Theory	Length of Unit	2-3 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • standard notation and rhythmic counting • various musical clefs and note placement on them 	<ul style="list-style-type: none"> • decode all notes on the treble, bass, and alto clefs • count, clap and perform rhythms including whole notes and rests, half notes and rest, quarter notes and rest, eighth notes and rests, sixteenth notes and rest and notes with dots • create original compositions in various time signatures with appropriate notation in treble, bass and alto clef • analyze and perform sight reading melodies and rhythms to level 3

Assessments:	<ul style="list-style-type: none"> • Formative, Interim and Summative Assessments
Teacher Resources:	<p>musictheory.net various teacher resources</p>

Unit Title	Rhythm & Meter	Length of Unit	2-3 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians improve the quality of their creative work? • When is creative work ready to share? • How does understanding the structure and context of musical works inform performance? • How do musicians improve the quality of their performance? 		
Standards*	<p>Create: <i>Evaluate & Refine:</i> MU:Cr3.1.C.IIa <i>Present:</i> MU:Cr3.2.C.IIa</p> <p>Perform: <i>Analyze:</i> MU:Pr4.2.C.IIa <i>Rehearse, Evaluate & Refine:</i> MU:Pr5.1.C.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Simple vs. Compound Meter • Odd Meter • Sightreading 		
Key Vocabulary	meter, time signature, odd meter, sightreading		

Unit Title	Rhythm & Meter	Length of Unit	2-3 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> differences among simple, compound, and odd meter and the appropriate counting for each 	<ul style="list-style-type: none"> analyze and perform rhythms and melodies in simple, compound, and odd meter on an instrument of their choice sight-read rhythms in simple, compound, and odd meter create original compositions in simple, compound, and odd meter

Assessments:	<ul style="list-style-type: none"> Formative, Interim and Summative Assessments
Teacher Resources:	musictheory.net various teacher resources

Unit Title	Scales & Key Signatures	Length of Unit	3-4 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • When is creative work ready to share? • How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do musicians improve the quality of their performance? • How do individuals choose music to experience? 		
Standards*	<p>Create: <i>Present:</i> MU:Cr3.2.C.IIa</p> <p>Perform: <i>Select:</i> MU:Pr4.1.C.IIa <i>Analyze:</i> MU:Pr4.2.C.IIa <i>Rehearse, Evaluate & Refine:</i> MU:Pr5.1.C.IIa</p> <p>Respond: <i>Select:</i> MU:Re7.1.C.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • The Major Scale • The Minor Scale • Scale Degrees • Key Signatures • Circle of Fifths 		
Key Vocabulary	All Major and minor key signatures, flat, sharp, scale degrees, circle of fifths, accidental, natural minor, melodic minor, harmonic minor, chromatic, relative key, parallel key		

Unit Title	Scales & Key Signatures	Length of Unit	3-4 Weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • scale degrees for each note of the scale • all major and minor key signatures • the circle of fifths 	<ul style="list-style-type: none"> • notate, with and without a key signature, the following scales: major, harmonic minor, melodic minor, natural minor and chromatic • decode and discuss the circle of fifths

Assessments:	<ul style="list-style-type: none"> • Regular Formative, Interim and Summative Assessments
Teacher Resources:	musictheory.net various teacher resources

Unit Title	Intervals	Length of Unit	3-4 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • How does understanding the structure and context of musical works inform performance? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? 		
Standards*	<p>Create: <i>Plan & Make:</i> MU:Cr2.1.C.IIa <i>Evaluate & Refine:</i> MU:Cr3.1.C.IIa</p> <p>Perform: <i>Analyze:</i> MU:Pr4.2.C.a <i>Present:</i> MU:Pr6.1.C.IIa</p> <p>Respond: <i>Interpret:</i> MU:Re8.1.C.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Generic Intervals • Specific Intervals • Writing Intervals • Inverting Intervals 		
Key Vocabulary	Interval, all major and minor intervals, interval inversion		

Unit Title	Intervals	Length of Unit	3-4 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • harmonic and melodic intervals • major, minor, perfect, augmented and diminished intervals • the steps to invert all types of intervals • generic vs. specific intervals 	<ul style="list-style-type: none"> • analyze, decode and re-create harmonic and melodic intervals by sight and sound • differentiate between harmonic and melodic intervals • analyze and decode the difference in sound between major, minor and perfect intervals • invert major, minor, augmented, diminished and augmented intervals

Assessments:	<ul style="list-style-type: none"> • Formative, Interim and Summative Assessments
Teacher Resources:	musictheory.net various teacher resources

Unit Title	Chords	Length of Unit	3-4 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is creative work ready to share? • How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? 		
Standards*	<p>Create: <i>Plan & Make:</i> MU:Cr2.1.C.IIa <i>Evaluate & Refine:</i> MU: Cr3.1.C.IIa <i>Present:</i> MU:Cr3.2.C.IIa</p> <p>Perform: <i>Select:</i> MU:Pr4.1.C.IIa <i>Analyze:</i> MU:Pr4.2.C.IIa <i>Interpret:</i> MU:Pr4.3.C.IIa <i>Present:</i> MU:Pr6.1.C.IIa</p> <p>Respond: <i>Analyze:</i> MU:Re7.2.C.IIa <i>Interpret:</i> MU:Re8.1.C.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Intro to Chords • Triads • Seventh Chords • Seventh Chord Inversion 		
Key Vocabulary	major, minor, augmented, diminished, triad, seventh chord, inversion, symbols that identify inversions		

Unit Title	Chords	Length of Unit	3-4 Weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • symbols that identify chord and triad inversions • structure of all chords in all tonalities 	<ul style="list-style-type: none"> • analyze chords and triads based on the intervals the chord or triad is built upon • invert chords and triads in all tonalities • analyze the tonality of sevenths chords • write chords, triads and seventh chords in all forms

Assessments:	<ul style="list-style-type: none"> • Formative, Interim and Summative Assessments
Teacher Resources:	musictheory.net various teacher resources