

Exploring Music Theory and Composition

Curriculum/Content Area: General music middle or high school	Course Length: one semester
Course Title: Exploring Music Theory and Composition	Date last reviewed:
Prerequisites: 11th and 12th grade only	Board approval date: November 2018
Primary Resources: <ul style="list-style-type: none"> • Music theory text/workbook • Online ear training apps/resources 	

Desired Results

Course description and purpose: This course will provide an introduction to music theory and music composition. Students will be introduced to music performance skills, aural skills, compositional skills, and analytical skills through the exploration of notation, musical terminology, score study and analysis, ear training and and composition.

Enduring Understandings:	Essential Questions:
<p>STANDARD 1 - CREATE:</p> <ul style="list-style-type: none"> • The 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. 	<p>STANDARD 1 - CREATE:</p> <ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is creative work ready to share?
<p>STANDARD 2 - PERFORM:</p> <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. 	<p>STANDARD 2 - PERFORM:</p> <ul style="list-style-type: none"> • How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? How do context and the manner in which musical work is presented influence

<ul style="list-style-type: none"> ● 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. ● The context and how a work is presented influence the audience response. 	<p>audience response?</p>
<p>STANDARD 3 - RESPOND:</p> <ul style="list-style-type: none"> ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. ● Response to music 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 works and performances is informed by analysis, interpretation, and established criteria. 	<p>STANDARD 3 - RESPOND:</p> <ul style="list-style-type: none"> ● How do individuals choose music to experience? ● How does understanding the structure and context of music inform a response? ● How do we discern musical creators' and performers' expressive intent? ● How do we judge the quality of musical work(s) and performance(s)?
<p>STANDARD 4 - CONNECT:</p> <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. 	<p>STANDARD 4 - CONNECT:</p> <ul style="list-style-type: none"> ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

<p>Priority Standards</p>	
<p>Standard 1 - CREATE</p>	<p>Students will generate, develop, and refine artistic work</p> <p>Standard 2 - PERFORM Students will analyze, develop, and convey meaning through the presentation of</p>

artistic work

Standard 3 - RESPOND Students will critically interpret intent and meaning in order to evaluate artistic work

Standard 4 - CONNECT Students will relate prior knowledge and personal experience with music to cultural and historical context

General Music

General Music Secondary Level

Standards:

Standard 1 - CREATE

- MG1.Cr.13.h: Design and develop musical compositions for voices or instruments.
- MG1.Cr.14.h: Improvise rhythmic, melodic, and harmonic variations in a variety of genres while following a harmonic progression in a specified style of music.
- MG1.Cr.15.h: Compose pieces in a distinct style, using standard and/or alternative notation and technology, demonstrating creativity in the use of the elements of music for expressive effect.
- MG1.Cr.16.h: Arrange short pieces using standard and/or alternative notation with symbols and/or technology means using specified guidelines to demonstrate creativity in the elements of music.

Standard 2 - PERFORM

- MG2.P.16.h Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat.
- MG2.P.19.h: Illustrate how the setting, and elements of music, contribute to the context and expressive qualities of the music.

Standard 3 - RESPOND

- MG3.R.14.h: Illustrate understanding of contrasts and similarities of expressive elements in artistic work through discussion and written reflections.
- MG3.R.15.h: Express musical ideas through verbal, movement, written, artistic, or technological means.
- MG3.R.16.h: Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.
- MG3.R.18.h: Reflect upon and critique performances using grade- appropriate music vocabulary.

Standard 4 - CONNECT

- MG4.Cn.13.h: Interpret the historical and cultural relationships between music and other disciplines.
- MG4.Cn.15.h: Analyze connections, similarities, and differences in a musical context.

Learning Targets:

Standard 1 - CREATE

- I can create a composition for instrument(s) or voice(s) that addresses musical form, harmony and expression. MG1.Cr.13.h
- I can display knowledge of chord progressions through improvisation. MG1.Cr.14.h

- I can arrange a melody or song in a new musical setting. MG.1.Cr.16.h

Standard 2 - PERFORM

- I can display music literacy through performance on an instrument or voice. MG2.P.16.h
- I can sight sing new music. MG2.P.16.h
- I can harmonize simple melodies on keyboard. MG2.P.16.h
- I can write rhythm and simple melodies that I hear (aural dictation). MG2.P.16.h

Standard 3 - RESPOND

- I can analyze musical scores and identify form, style, time period. MG3.R.16.h
- I can critique performances of myself and others and give quality feedback. MG3.R.16.h
- I can express the musical intention of a composer through singing or playing an instrument. MG3.R.15.h

Standard 4 - CONNECT

- I can identify commonalities between musical works and other artistic expression. MG4.Cn.15.h
- I can compare and contrast musical elements across musical genres. MG4.Cn.15.h

Assessment Evidence:

This section will answer the questions: How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and their ability to use (transfer) their learning in new situations? How will we evaluate student performance in fair and consistent ways? Include standards-reference rubrics and learning continuums in this section once they are developed.

Performance Assessment Options

May include, but are not limited to the following:

❖ Create Assessments

Composition checklists and self assessments
Score study assessments

❖ Perform Assessments

Notation and rhythm assessments, dictation and ear training assessments, sight singing tests, both written and online.

❖ Respond Assessments

Score study and analysis formative and summative assessment

❖ Connect Assessments

Student reflection and self-assessments

Other assessment options

May include, but are not limited to the following:

❖ Teacher observation and feedback

Digital Tools & Supplementary Resources:

Tools and resources that can augment the learning experience for students

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