

Lehighton Area School District

Lehighton Area Elementary/Middle/High School

Teacher: Mr. Buffington

Grade: 9-12

Subject: Music Theory I

Year:

	August/January	September/February	October/March
Essential Questions/PA Academic Standards	<ol style="list-style-type: none"> Can the students identify clefs and their use? What notes do the students need to know in music? Can the students identify note names and placement on the staff? Can the students name all five accidentals and what they are used for? <p>Content standards: 9.1.12 A, B, C</p>	<ol style="list-style-type: none"> What do the students need to know to begin melody writing? Can the students identify advanced rhythm in simple and compound meters? What are the rules and procedures to writing major and minor scales and key signatures? <p>Content Standards: 9.1.12 A, B, C, E, 9.2.12 A, C, D, E, G, H, I, J, 9.3.12 A</p>	<ol style="list-style-type: none"> Are students able to recognize and identify various markings in music? Do students understand non typical rhythm and meter? What are the rules and procedures to writing chromatic, pentatonic, whole tone scales and a 12 tone row? <p>Content standards: 9.1.12 A, B, C, E 9.2.12 A, C, D, E, G, H, I, J 9.3.12 A, D 9.4.12 B</p>
Content	<ol style="list-style-type: none"> Composition Rhythm Harmony 	<ol style="list-style-type: none"> Composition Rhythm Harmony 	<ol style="list-style-type: none"> Composition Rhythm Harmony
Skills	<ol style="list-style-type: none"> Use the treble, bass, alto, tenor, and soprano clefs and ledger lines. Whole, half, quarter, eighth, sixteenth notes, dotted notes in simple time signatures. Note names, placement on staff, and accidentals such as sharps, flats, naturals, double flats and double sharps. 	<ol style="list-style-type: none"> The grand staff, ties, slurs, repeat signs, D.S. and D.C. al Coda and Fine. Dotted notes in simple meter, compound meter, triplets. Major scales, natural, harmonic, melodic minor scales, major key signatures, minor key signatures. 	<ol style="list-style-type: none"> Tempo markings, dynamic markings, and stylistic markings. Syncopation and cut time rhythms. Chromatic scales, pentatonic scales, whole tone scales, 12 tone rows.
Assessment	<ol style="list-style-type: none"> Homework. Tests. Quizzes. In-class assignments. Class participation and demonstration of theory skills. <p>-All teacher made</p>	<ol style="list-style-type: none"> Homework. Tests. Quizzes. In-class assignments. Class participation and demonstration of theory skills. <p>-All teacher made</p>	<ol style="list-style-type: none"> Homework. Tests. Quizzes. In-class assignments. Class participation and demonstration of theory skills. <p>-All teacher made</p>
Activities	<ol style="list-style-type: none"> Worksheets to fill in notes on the staff and proper use of ledger lines. Names of notes and the breakdown of the relationship of notes in a simple time signature. Activities to show use of accidentals in music, recognition of accidentals in music and how they are performed. 	<ol style="list-style-type: none"> Use and recognition of ties, slurs, repeat signs, D.S. and D.C. al Fine in music and pieces. Worksheets to place dotted notes in measure to complete a piece of music. Demonstrate the ability to count compound time signatures both aurally and writing out the counting. Identify the beats in various triplets. Compose a variety of major and minor scales in various clefs. Create key signatures from scales and recognize key signatures in pieces. Look back and identify the key signatures and the modes that famous compositions were written in. 	<ol style="list-style-type: none"> Identify and translate tempo, dynamics and stylistic markings in simple songs, high school band music and major classical compositions. Write rhythms in cut time and count rhythms in cut time. Worksheet to write chromatic scales, pentatonic scales, whole tone scales, and 12 tone rows. Identify chromatic scales in band music and composition. Look at Japanese and Chinese traditional pieces that demonstrate the use of pentatonic modes.
Resources	<ol style="list-style-type: none"> <i>Music Theory for Everyone</i> Various worksheets created by the teacher. 	<ol style="list-style-type: none"> <i>Music Theory for Everyone</i> Various worksheets created by the teacher. 	<ol style="list-style-type: none"> <i>Music Theory for Everyone</i> Various worksheets created by the teacher.

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Year:

	November/Apri	December/May	January/June
Essential Questions/PA Academic Standards	1. Are students able to recognize and identify various markings in music? 2. Do students understand non typical rhythm and meter? 3. What are the rules to writing intervals and identifying intervals in music? Content Standard: 9.1.12 A, B, C, E 9.2.12 A, C, D, E, G, H, I, J 9.3.12 A, D	1. What are some of the popular forms in our culture's music? 2. Do students understand non typical rhythm and meter? 3. What are the rules to inversion of intervals, triads, chord progression, and the use of Roman Numerals in music? Content Standard: 9.1.12 A, B, C, E 9.2.12 A, C, D, E, G, H, I, J 9.3.12 A, D	1. What are the elements of composition? 2. What the elements of rhythmic theory? 3. What are the rules of chord progression and can students identify chord progression in music? How does one use non-chord tones? Content Standard: 9.1.12 A, B, C, E 9.2.12 A, C, D, E, G, H, I, J 9.3.12 A, D
Content	1. Composition 2. Rhythm 3. Harmony	1. Composition 2. Rhythm 3. Harmony	1. Composition 2. Rhythm 3. Harmony
Skills	1. Articulation markings and other terms of expression 2. Counting syncopations and off beat rhythms. 3. Intervals - major and minor, perfect, augmented and diminished. Ascending and descending intervals.	1. Form of simple songs, popular music and various forms of instrumental music. 2. Mixed meter. 3. Inversion of intervals, major and minor triads, augmented and diminished triads, seventh chords, simple chord progression. Introduction of roman numerals for chord identification.	1. Review of compositional material throughout the semester. 2. Review of rhythmic material throughout the semester. 3. Chord progression and non-chord tones.
Assessment	1. Homework. 2. Tests. 3. Quizzes. 4. In-class assignments. 5. Class participation and demonstration of theory skills. -All teacher made	1. Homework. 2. Tests. 3. Quizzes. 4. In-class assignments. 5. Class participation and demonstration of theory skills. -All teacher made	1. Homework. 2. Tests. 3. Quizzes. 4. In-class assignments. 5. Class participation and demonstration of theory skills. -All teacher made
Activities	1. Recognize articulation and expression markings in major compositions 2. Count syncopated rhythms in jazz music and off beat rhythm in major compositions. 3. Write intervals and identify the intervals in choral works and piano pieces.	1. Identify various forms in a number of selections. Write a simple melody in AB and ABA forms. 2. Write a variety of rhythm in mixed meter. 3. Worksheets with interval inversions and building major, minor, augmented, and diminished triads. Identifying various triads in compositions. Identify chords in music using Roman Numerals.	1. Review of compositional material throughout the semester. 2. Review of rhythmic material throughout the semester. 3. Worksheet with non-chord tones. Identify non-chord tones in compositions.
Resources	1. <i>Music Theory for Everyone</i> 2. Various worksheets created by the teacher.	1. <i>Music Theory for Everyone</i> 2. Various worksheets created by the teacher.	1. <i>Music Theory for Everyone</i> 2. Various worksheets created by the teacher.