

Lehigh Area School District

Lehigh Area Elementary/Middle/High School

Teacher: Mr. Buffington

Grade: 9-12

Subject: Music Theory II

Year:

	August/January	September/February	October/March
Essential Questions/PA Academic Standards	1. What do students need to remember about composition from Theory I? 2. What do students need to remember about rhythm from Theory I? 3. What do students need to remember about harmony from Theory I? Content standards: Music - 9.1.12 A, B, C, E, J 9.2.12.D, E, F 9.3.12.A, C, E English – 1.1.11.C, D, E, F, G, H 1.4.11.D 1.6.11.A, B, D, F Math – 2.2.11.A 2.3.11.A, C 2.11.11.A, B, 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 of chord progression and can students identify chord progression in music? How does one use non-chord tones? Content Standard: Music - 9.1.12 A, B, C, E, J 9.2.12.D, E, F 9.3.12.A, C, E English – 1.1.11.C, D, E, F, G, H 1.4.11.D 1.6.11.A, B, D, F Math – 2.2.11.A 2.3.11.A, C 2.11.11.A, B, D	1. How do you build and use triads and chords, and how do they fit into chord progressions? 2. How do you write a chord progression using complex rhythm? 3. How do you identify a chord progression, use chords to harmonize a melody and perform sight harmonization? Content standards: Music - 9.1.12 A, B, C, E, J 9.2.12.D, E, F 9.3.12.A, C, E English – 1.1.11.C, D, E, F, G, H 1.4.11.D 1.6.11.A, B, D, F Math – 2.2.11.A 2.3.11.A, C 2.11.11.A, B, D
Content	1. Composition: Clefs, tempo, dynamic, and stylistic markings, articulation markings and other terms of expression, and form 2. Rhythm: Whole, half, quarter, eighth, sixteenth notes, dotted notes, triplets, syncopation, and mixed meter. 3. Harmony: Major scales, minor scales, chromatic, pentatonic, intervals. 4. Perform proper dictation and sight singing on triads and chords and more challenging melodies	1. Composition: Form of simple songs, popular music and various forms of instrumental music. 2. Rhythm: Mixed meter. 3. Harmony: Chord progression and non-chord tones. 4. Perform proper dictation and sight singing on triads and chords and more challenging melodies	1. Composition: Triads, chords, and chord progressions. 2. Rhythm: Complex rhythms and use of complex rhythms with chord progressions. 3. Harmony: Chord progression, use of chords to harmonize a melody, sight harmonization. 4. Perform proper dictation and sight singing on triads and chords and more challenging melodies
Skills	1. Notes on staff, identify tempo, dynamic, and stylistic markings and demonstrate how to use them in music, Identify form. 2. Recognize notes and rhythms in music and how to write them in correct meters and use them in music. 3. Identify notes, scales, and intervals as well as how to construct them and use them in music. 4. Perform proper dictation and sight singing on triads and chords and more challenging melodies	1. Identify the form of simple songs, popular music and various instrumental music. 2. Count and write in mixed meter. 3. Chord progression and non-chord tones. 4. Perform proper dictation and sight singing on triads and chords and more challenging melodies	1. Recognize and create chords and chord progressions that can be utilized in music. 2. Use complex rhythm when writing chord progressions. 3. Build chord progression, identify chord progression in songs, and harmonize a melody by sight. 4. Perform proper dictation and sight singing on triads and chords and more challenging melodies
Assessment	1. Homework: Identification worksheets, music writing worksheets, and rhythm writing assignments. 2. Short answer, identification, and writing example tests and quizzes. 3. Worksheets, class discussion, and presenting work on board. 4. Class participation and demonstration of theory skills. -All teacher made	1. Homework: Identification worksheets, music writing worksheets, and rhythm writing assignments. 2. Short answer, identification, and writing example tests and quizzes. 3. Worksheets, class discussion, and presenting work on board. 4. Class participation and demonstration of theory skills. -All teacher made	1. Homework: Identification worksheets, music writing worksheets, and rhythm writing assignments. 2. Short answer, identification, and writing example tests and quizzes. 3. Worksheets, class discussion, and presenting work on board. 4. Class participation and demonstration of theory skills. -All teacher made

Activities	<ol style="list-style-type: none"> Worksheets to fill in notes on the staff and proper use of ledger lines, recognize expression markings, and form. Names of notes and the breakdown of the relationship of notes in a simple time signature. Writing rhythm to show use of rhythm in music. Activities to show use of accidentals, scales, and intervals and how they are used in music. Perform proper dictation and sight singing on triads and chords and more challenging melodies 	<ol style="list-style-type: none"> Identify various forms in a number of selections. Write a simple melody in AB and ABA forms. Write a variety of rhythm in mixed meter. Worksheet with non-chord tones. Identify non-chord tones in compositions. Perform proper dictation and sight singing on triads and chords and more challenging melodies 	<ol style="list-style-type: none"> Perform various chord progressions on the board or on worksheets during class. Write chord progressions for existing melodies. Write chord progressions in complex rhythms. Worksheets to build progressions, demonstrate harmonizing at sight, and worksheets to identify various progressions in music. Perform proper dictation and sight singing on triads and chords and more challenging melodies
Resources	<ol style="list-style-type: none"> <i>Elementary Harmony</i> – Robert Ottman Various worksheets created by the teacher. 	<ol style="list-style-type: none"> <i>Elementary Harmony</i> – Robert Ottman Various worksheets created by the teacher. 	<ol style="list-style-type: none"> <i>Elementary Harmony</i> – Robert Ottman Various worksheets created by the teacher.

Lehighton Area School District

Lehighton Area Elementary/Middle/High School

Teacher: Mr. Buffington

Grade: 9-12

Subject: Music Theory I

Year:

	November/April	December/May	January/June
Essential Questions/PA Academic Standards	<ol style="list-style-type: none"> Are students able to recognize and identify various markings in music? How do you write a chord progression using complex rhythm? How do you identify a chord progression, use chords to harmonize a melody and perform sight harmonization? Content Standard: Music - 9.1.12 A, B, C, E, J 9.2.12.D, E, F 9.3.12.A, C, E English – 1.1.11.C, D, E, F, G, H 1.4.11.D 1.6.11.A, B, D, F Math – 2.2.11.A 2.3.11.A, C 2.11.11.A, B, D	<ol style="list-style-type: none"> What are some of the popular forms in our culture’s music? How do you write a chord progression using complex rhythm? How do you identify a chord progression, use chords to harmonize a melody and perform sight harmonization? Content Standard: Music - 9.1.12 A, B, C, E, J 9.2.12.D, E, F 9.3.12.A, C, E English – 1.1.11.C, D, E, F, G, H 1.4.11.D 1.6.11.A, B, D, F Math – 2.2.11.A 2.3.11.A, C 2.11.11.A, B, D	<ol style="list-style-type: none"> What are the elements of composition? How do you write a chord progression using complex rhythm? How do you identify a chord progression, use chords to harmonize a melody and perform sight harmonization? Content Standard: Music - 9.1.12 A, B, C, E, J 9.2.12.D, E, F 9.3.12.A, C, E English – 1.1.11.C, D, E, F, G, H 1.4.11.D 1.6.11.A, B, D, F Math – 2.2.11.A 2.3.11.A, C 2.11.11.A, B, D
Content	<ol style="list-style-type: none"> Composition: Non-chord tones and their use. Seventh chords and their use. Rhythm: Complex rhythms and use of complex rhythms with chord progressions. Harmony: Chord progression, use of chords to harmonize a melody, sight harmonization. Perform proper dictation and sight singing on triads and chords and more challenging melodies 	<ol style="list-style-type: none"> Composition: Form of simple songs, popular music and various forms of instrumental music. Rhythm: Mixed meter. Harmony: Perform proper dictation and sight singing on triads and chords and more challenging melodies 	<ol style="list-style-type: none"> Composition: Review of compositional material throughout the semester. Rhythm: Review of rhythmic material throughout the semester. Harmony: Chord progression and non-chord tones. Perform proper dictation and sight singing on triads and chords and more challenging melodies
Skills	<ol style="list-style-type: none"> Recognize and describe the purpose and use of non-chord tones. Be able to correctly use non-chord tones in music. Use complex rhythm when writing chord progressions. Build chord progression, identify chord progression in songs, and harmonize a melody by sight. 	<ol style="list-style-type: none"> Identify the form of simple songs, popular music and various instrumental music. Use complex rhythm when writing chord progressions. Perform proper dictation and sight singing on triads and chords and more challenging melodies 	<ol style="list-style-type: none"> Review of compositional material throughout the semester. Review of rhythmic material throughout the semester. Build chord progression, identify chord progression in songs, and harmonize a melody by sight. Perform proper dictation and sight singing on triads and chords

	4. Perform proper dictation and sight singing on triads and chords and more challenging melodies		and more challenging melodies
Assessment	<ol style="list-style-type: none"> 1. Homework: Identification worksheets, music writing worksheets, and rhythm writing assignments. 2. Short answer, identification, and writing example tests and quizzes. 3. Worksheets, class discussion, and presenting work on board. 4. Class participation and demonstration of theory skills. -All teacher made 	<ol style="list-style-type: none"> 1. Homework: Identification worksheets, music writing worksheets, and rhythm writing assignments. 2. Short answer, identification, and writing example tests and quizzes. 3. Worksheets, class discussion, and presenting work on board. 4. Class participation and demonstration of theory skills. -All teacher made 	<ol style="list-style-type: none"> 1. Homework: Identification worksheets, music writing worksheets, and rhythm writing assignments. 2. Short answer, identification, and writing example tests and quizzes. 3. Worksheets, class discussion, and presenting work on board. 4. Class participation and demonstration of theory skills. -All teacher made
Activities	<ol style="list-style-type: none"> 1. Recognize articulation and expression markings in major compositions 2. Write chord progressions in complex rhythms. 3. Worksheets to build progressions, demonstrate harmonizing at sight, and worksheets to identify various progressions in music. 4. Perform proper dictation and sight singing on triads and chords and more challenging melodies 	<ol style="list-style-type: none"> 1. Identify various forms in a number of selections. Write a simple melody in AB and ABA forms. 2. Write chord progressions in complex rhythms. 3. Worksheets to build progressions, demonstrate harmonizing at sight, and worksheets to identify various progressions in music. 4. Perform proper dictation and sight singing on triads and chords and more challenging melodies 	<ol style="list-style-type: none"> 1. Review of compositional material throughout the semester. 2. Write chord progressions in complex rhythms. 3. Worksheets to build progressions, demonstrate harmonizing at sight, and worksheets to identify various progressions in music. 4. Perform proper dictation and sight singing on triads and chords and more challenging melodies
Resources	<ol style="list-style-type: none"> 1. <i>Elementary Harmony</i> – Robert Ottman 2. Various worksheets created by the teacher. 	<ol style="list-style-type: none"> 1. <i>Elementary Harmony</i> – Robert Ottman 2. Various worksheets created by the teacher. 	<ol style="list-style-type: none"> 1. <i>Elementary Harmony</i> – Robert Ottman 2. Various worksheets created by the teacher.