

Pequea Valley School District
Music

Unit 1: Pitch

Course: Music Theory

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

By the end of the unit, students will be able to understand the basics of pitch. Students will be able to notate pitches on the grand staff using correct positionings of intervals for scale and chord construction.

Unit Essential Question(s)

What role does pitch have in allowing a musician to be able to compose a piece of music?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.B

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts

Pacing: Approximate number of class sessions per unit

20

Tier 3 Vocabulary (Content specific vocabulary)

- Grand Staff
- Accidentals
- Scales
- Triads
- Seventh Chords
- Major
- Minor
- Augmented
- Diminished

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Treble and Bass Clef
- Note Names/Registers
- Accidentals
- Major Scale Pattern and Construction
- Key Signatures- Major and Minor
- Minor Scale Patterns and Construction
 - Natural
 - Harmonic
 - Melodic
- Church Modes
- Intervals
- Triads
 - Major
 - Minor
 - Augmented
 - Diminished
- Seventh Chords
 - Major
 - Dominant
 - Minor
 - Half-Diminished
 - Fully-Diminished

- Secondary Dominants

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

Learners will need to understand that pitch is one of the two key components of music. Pitch has many different structures, functions, and patterns. Pitch helps musicians solidify a mode and mood. Learners need to understand *why* a pitch or groupings of pitches sound the way they do.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

Learners will understand notation on the grand staff including all lines and spaces, leger lines, and registers of the pitches with Middle C labeled as the bass note of register 4. All Major and Minor scales will be identified on the piano keyboards and read on staff paper. Intervals, Triads, Sevenths, and other chords will be analyzed and their functions understood in a variety of stylistic settings.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: Rhythm

Course: Music Theory

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

By the end of the unit, students will be able to understand the basics of rhythm. Students will be able to notate rhythms on the grand staff using a variety of styles.

Unit Essential Question(s)

- What role does rhythm have in allowing a musician to be able to compose a piece of music?

Keystone Eligible Content/PA Core Standard

- Standard - 9.1.12.B
 - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts

Pacing: Approximate number of class sessions per unit

20

Tier 3 Vocabulary (Content specific vocabulary)

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Note Values
- Rest Values
- Dotted Rhythms
- Ties/Slurs
- Meters
 - Simple
 - Compound

- Odd
- Mixed
- Tempo
- Conducting Patterns
- Tempo Terminology (Andante, Moderato, etc.)

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Learners will understand that Rhythms (and understanding note values) are one of two main components of music. Rhythm is essential to the “feel” of the piece.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

- Learners need to be able to count, clap, stomp, and decipher rhythms. Rhythmic dictation will be practiced daily. Learners need to be able to notate rhythms (along with pitch) to create a final composition.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: Aural Skills

Course: Music Theory

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

To decipher and notate the music students hear.

Unit Essential Question(s)

- How does understanding music through listening enhance the development and overall mastery of an accomplished musician and/or composer?

Keystone Eligible Content/PA Core Standard

- Standard - 9.1.12.B
 - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts

Pacing: Approximate number of class sessions per unit

- Ongoing (practiced every class period)

Tier 3 Vocabulary (Content specific vocabulary)

- Notation
- Dictation
- Aural
- Solfege

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Sing, write, and identify aurally, the major and minor scales (natural, harmonic, and melodic)
- Aurally identify and sing intervals within an octave

- Sight-read melodies utilizing solfege
- Aurally identify tonic, dominant, and subdominant harmonies

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Learners need to understand how to decipher, notate, and understand the music they hear.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

- Learners need to be able to accomplish notating correct pitches and rhythms from a simple melody (no harmony) on a treble or bass clef staff from only hearing the example at least 4 times.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: Melody and Harmony

Course: Music Theory

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners need to be able to add harmony (chord structures and progressions) to a melody and a melody to harmony.

Unit Essential Question(s)

- How do musicians know when a piece of music is complete?

Keystone Eligible Content/PA Core Standard

- Standard - 9.1.12.B
 - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts

Pacing: Approximate number of class sessions per unit

20

Tier 3 Vocabulary (Content specific vocabulary)

- Chord Progression
- Inversions
- Figured Bass
- Cadences
- Tonic
- Supertonic
- Mediant
- Subdominant
- Dominant
- Submediant

- Leading Tone

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Sing, write and aurally identify the resolution of any member of the dominant seventh chord in any key
- Analyze and construct tonic, dominant and subdominant harmonies in major keys
- Analyze and construct tonic, dominant and subdominant harmonies in minor keys
- Analyze and construct full authentic cadences
- Analyze and construct plagal cadences
- Analyze and construct melodies in major keys
- Analyze and construct melodies in minor keys
- Harmonize bass lines according to given figures by “realizing” figured bass lines

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Learners will need to understand that choosing chord structures and their patterns to underlay melodies is essential for the composing of a song or piece.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

- Learners need to be able to add harmony (chord structures and progressions) to a melody and a melody to harmony. By using pitch and rhythm, learners will use these skills to compose a final composition.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: Notation

Course: Music Theory

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Harmonically Analyze a complete Bach Chorale using all Roman Numeral scale degrees, figured bass, and inversions.

Unit Essential Question(s)

- How does understanding 4-part writing rules from the Baroque era help musicians with their compositions and music making today?

Keystone Eligible Content/PA Core Standard

- Standard - 9.1.12.B
 - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts

Pacing: Approximate number of class sessions per unit

10

Tier 3 Vocabulary (Content specific vocabulary)

- 4-part writing
- Tessitura (instrumentally and vocally)
- Bar line
- Expression Markings
- Articulations

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- 4-part writing rules
- Bach Chorales
- Appropriate vocal and instrumental tessitura
- Appropriate clef, time signature, rhythmic values
- Correct placement of bar lines
- Expression Markings
- Articulations
- Harmonic Analysis
- Scale Degrees/Roman Numerals

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Learners will need to understand the 4-part writing rules as demonstrated in Bach Chorales. These “rules” help to master harmonization as part of the Baroque style. Once these rules are learned, they can be broken. The 4-part writing rules create a good foundation for the musician who is learning how to compose.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

- Learners will need to Harmonically Analyze a complete Bach Chorale using all Roman Numeral scale degrees, figured bass, and inversions.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
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Unit: Composition with Music Notation Software

Course: Music Theory

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will complete a professionally composed piece of music using instrumentation of their choice using the MuseScore program on their laptops.

Unit Essential Question(s)

- How does composing original music make you vulnerable (letting yourself feel- the good and the bad)?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.A

Know and use the elements and principles of each art form to create works in the arts and humanities.

Standard - 9.1.12.B

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Standard - 9.1.12.J

Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Pacing: Approximate number of class sessions per unit

10

Tier 3 Vocabulary (Content specific vocabulary)

- MuseScore software program
- Full Score
- Emotions in music
- Layering

- Transcription
- Transposing

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Notate and print a melody with chords (4-part or keyboard style writing)
- Create, notate, and print music
- MuseScore notation software

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Learners need to understand ALL content and concepts of previous units. This is the culmination of ALL units built into one final project/composition. It is expected that this composition reflects mastery of ALL musical components discussed and should be able to be performed by an ensemble. Learners need to understand how to use MuseScore notation software on their laptops.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

- Learners will complete a professionally composed piece of music using instrumentation of their choice. If possible, a band/chorus/small ensemble can perform the piece for the class. Or, in extraordinary circumstances, the high school band or concert choir/chamber singers could perform the piece at a winter/spring concert to showcase the exceptional and professional compositional skills of the music theory scholar.

Software/Resources:

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