

EAST ISLIP SCHOOL DISTRICT
MUSIC DEPARTMENT'S SECONDARY CURRICULUM CONSENSUS MAP
High School: Honors Music Theory

Honors Music Theory						
Concept	Content	Essential Questions	Focus Questions	Skills	Assessment	NYS Learning Standards
Rhythmic Notation	Beat & Tempo; meter signatures; simple, compound, and asymmetric meters; hemiola; cross rhythms; syncopation; notating rhythm	How do I use musical notation to compose, perform and/or evaluate musical excerpts?	What are the primary symbols used to notate rhythm?	Student will be able to perform simple rhythms. Student will be able to identify rhythmic elements in a musical passage.	Classwork; Homework; Quizzes; Exams	1b, 1d, 2a, 3d
Pitch Notation	Pitch notation; staff & clefs; ledger lines; octave designation; chromatic alteration; enharmonic equivalents	How do I use musical notation to compose, perform, and/or evaluate musical excerpts?	What are the primary symbols used to notate pitch?	Student will be able to identify pitch elements in a musical passage.	Classwork; Homework; Quizzes; Exams	3a, 3d
Performance Markings	Dynamics; articulation; tempi	How do I use musical notation to compose, perform, and/or evaluate musical excerpts?	How do performance markings affect musical compositions?	Student will perform musical passages, exhibiting correct usage of performance markings present.	Classwork; Homework; Quizzes; Exams	1c, 3a, 3d, 3f



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Concept	Content	Essential Questions	Focus Questions	Skills	Assessment	NYS Learning Standards
Key Signatures	Key signatures; placement of flats & sharps; circle of fifths; relative and parallel keys; transposition	How do I use musical notation to compose and/or evaluate musical excerpts?	Can you complete the circle of fifths, drawing/identifying all major key signatures and relative minors? Can you transpose melodies to other keys?	Student will be able to draw the circle of fifths, and identify the major and relative minor tonalities from various key signatures. Student will be able to transpose simple melodies to other keys.	Classwork; Homework; Quizzes; Exams	3a, 3d
Scales	Chromatic scale; major scale; natural, harmonic, melodic minor scales; parallel and relative scale relationships; scale degree names; pentatonic scale; whole-tone scale; modes	How do I use musical notation to compose and/or evaluate musical excerpts?	What tetrachords are used to create the major scale? How is this varied in the minor scales?	Student will be able to write/identify written major/minor scales.	Classwork; Homework; Quizzes; Exams	3a, 3d



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Intervals	Numeric value; quality; major scale; inversion; diatonic vs. chromatic; consonant vs dissonant	How do I use technical terminology and essential musical elements to compose and/or evaluate musical excerpts?	Can you draw and identify intervals of various size, quality, and direction?	Student will be able to draw and identify intervals of various size, quality, and direction	Classwork; Homework; Quizzes; Exams	3a, 3d
Triads and Chords	Structure of triads; seventh chords; inversion; figured bass	How do I use technical terminology and essential musical elements to compose and/or evaluate musical excerpts?	Can you draw and identify triads of various qualities and inversions? Can you realize a figured bass excerpt?	Student will be able to draw and identify major, minor, augmented, and diminished triads, in root position and inversion. Student will be able to realize figured bass excerpts. Student will be able to identify dominant, major, minor seventh chords.	Classwork; Homework; Quizzes; Exams	3a, 3d



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Roman Numeral Analysis	Primary & Secondary Triads; Functional Chord Symbols (major & minor keys)	How do I use technical terminology and essential musical elements to compose and/or evaluate musical excerpts?	Can you draw and identify triads of various qualities and inversions? Can you realize a figured bass excerpt?	Student will be able to draw and identify major, minor, augmented, and diminished triads, in root position and inversion. Student will be able to realize figured bass excerpts.	Classwork; Homework; Quizzes; Exams	3a, 3d
Cadences	Conclusive & Inconclusive; Authentic, Half, Plagal, and Deceptive	How do I use technical terminology and essential musical elements to compose and/or evaluate musical excerpts?	What are the types of harmonic cadences employed? Can you write and identify these in a musical context?	Student will be able to compose/identify harmonic cadences.	Classwork; Homework; Quizzes; Exams	3a, 3d
Non-Harmonic Tones	Passing; neighboring; appoggiatura; escape; anticipation; suspension; pedal point	How do I use technical terminology and essential musical elements to compose and/or evaluate musical excerpts?	How are embellishing tones used to ornament melodies/enhance chord progressions?	Students will be able to compose/identify non-harmonic tones in a musical context.	Classwork; Homework; Quizzes; Exams	3a, 3d



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History	Baroque, Classical, Romantic, and Contemporary musical periods	How do I use the history of music to interpret and evaluate musical excerpts?	Who are the principal composers of each musical period and what are the characteristics of their compositions?	Students will be able to identify and discuss characteristics of composers from various periods of music history	Composer Research Project	3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c



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Common Core Learning Standards Integrated/Music

Honors Music Theory	RL9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	RL9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
	RL9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	RL9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
	RI11-12.9	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.



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**Honors Music
Theory**

SL9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **CCSS.ELA-LITERACY.SL.9-10.1.A**
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **CCSS.ELA-LITERACY.SL.9-10.1.B**
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- **CCSS.ELA-LITERACY.SL.9-10.1.C**
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- **CCSS.ELA-LITERACY.SL.9-10.1.D**
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.