



# JC Schools Advanced Music Theory Yearly Standards

Units	Priority Standards	Supporting Standards
<p><b>Unit 1</b></p> <p><b>Principles of Voice Leading</b></p>	<p><b>9-12.PP.4.A.2,3</b></p> <p>2. Compose Music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect</p> <p>3. Arrange simple pieces for four voices or instruments other than those for which the pieces were originally written (transposition)</p>	<p><b>9-12.EM.1.A.1,2</b></p> <p>1. Interpret and explain duration and meter in 2/4, 3/4, 4/4 and 6/8 meter signature using bar lines using:</p> <ul style="list-style-type: none"> <li>● whole note/rest</li> <li>● quarter note/rest</li> <li>● half note/rest</li> <li>● eighth-note pairs</li> <li>● dotted half note</li> <li>● sixteenth notes</li> <li>● dotted quarter followed by eighth</li> <li>● dotted quarter note/rest</li> <li>● 3 eighth notes beamed together in 6/8 syncopation</li> </ul> <p>2. Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add</p> <ul style="list-style-type: none"> <li>● *syncopation</li> <li>● *alla breve</li> </ul> <p><b>9-12.EM.1.B.1-3</b></p> <p>1. Identify standard pitch notation in the treble clef, including one ledger line above and below the staff (*middle C), and identify notes in the bass clef</p> <p>2. Identify accidentals sharps flats natural signs</p> <p>3. Employ standard pitch notation in the clef appropriate to student's instrument or voice in an</p>

appropriate range and keys

**9-12.EM.1.C.1,2**

1. Identify standard symbols for dynamics, tempo and articulation

- p for piano
- f for forte
- mp for mezzo piano
- mf for mezzo forte
- pp for pianissimo
- ff for fortissimo
- cresc or < for crescendo
- decres or > for decrescendo
- dim for diminuendo
- accelerando
- ritardando
- allegro
- moderato
- andante
- largo
- a tempo
- accent
- fermata
- ties
- slurs
- staccato
- legato

2. Apply standard listed for General Music classes, adding marcato and full complement of dynamic range including sfz

**9-12.EM.1.D.1-3**

1. Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures (See Elements of Music)

2. Use standard notation for rhythm, pitch, and

		<p>expressive elements to record musical ideas of 2 to 4 measures for instrument or voice</p> <p>3. Interpret selected literature that includes non-standard notation symbols (See Elements of Music)</p>
<p><b>Unit 2</b></p> <p><b>Root Position Part Writing</b></p>	<p><b>9-12.PP.4.A-2,3</b></p> <p>2. Compose Music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect</p> <p>3. Arrange simple pieces for four voices or instruments other than those for which the pieces were originally written (transposition)</p>	<p><b>9-12.EM.1.A.1,2</b></p> <p>1. Interpret and explain duration and meter in 2/4, <math>\frac{3}{4}</math>, 4/4 and 6/8 meter signature using bar lines using:</p> <ul style="list-style-type: none"> <li>● whole note/rest</li> <li>● quarter note/rest</li> <li>● half note/rest</li> <li>● eighth-note pairs</li> <li>● dotted half note</li> <li>● sixteenth notes</li> <li>● dotted quarter followed by eighth</li> <li>● dotted quarter note/rest</li> <li>● 3 eighth notes beamed together in 6/8 syncopation</li> </ul> <p>2. Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add</p> <ul style="list-style-type: none"> <li>● *syncopation</li> <li>● *alla breve</li> </ul> <p><b>9-12.EM.1.B.1-3</b></p> <p>1. Identify standard pitch notation in the treble clef, including one ledger line above and below the staff (*middle C), and identify notes in the bass clef</p> <p>2. Identify accidentals sharps flats natural signs</p> <p>3. Employ standard pitch notation in the clef appropriate to student's instrument or voice in an appropriate range and keys</p>

**9-12.EM.1.C.1,2**

1. Identify standard symbols for dynamics, tempo and articulation

- p for piano
- f for forte
- mp for mezzo piano
- mf for mezzo forte
- pp for pianissimo
- ff for fortissimo
- cresc or < for crescendo
- decres or > for decrescendo
- dim for diminuendo
- accelerando
- ritardando
- allegro
- moderato
- andante
- largo
- a tempo
- accent
- fermata
- ties
- slurs
- staccato
- legato

2. Apply standard listed for General Music classes, adding marcato and full complement of dynamic range including sfz

**9-12.EM.1.D.1-3**

1. Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures (See Elements of Music)

2. Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice

		<p>3. Interpret selected literature that includes non-standard notation symbols (See Elements of Music)</p>
<p><b>Unit 3</b></p> <p><b>Harmonic Progression</b></p>	<p><b>9-12.PP.4.A.2,3</b></p> <p>2. Compose Music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect</p> <p>3. Arrange simple pieces for four voices or instruments other than those for which the pieces were originally written (transposition)</p>	<p><b>9-12.EM.1.A.1,2</b></p> <p>1. Interpret and explain duration and meter in 2/4, 3/4, 4/4 and 6/8 meter signature using bar lines using:</p> <ul style="list-style-type: none"> <li>● whole note/rest</li> <li>● quarter note/rest</li> <li>● half note/rest</li> <li>● eighth-note pairs</li> <li>● dotted half note</li> <li>● sixteenth notes</li> <li>● dotted quarter followed by eighth</li> <li>● dotted quarter note/rest</li> <li>● 3 eighth notes beamed together in 6/8 syncopation</li> </ul> <p>2. Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add</p> <ul style="list-style-type: none"> <li>● *syncopation</li> <li>● *alla breve</li> </ul> <p><b>9-12.EM.1.B.1-3</b></p> <p>1. Identify standard pitch notation in the treble clef, including one ledger line above and below the staff (*middle C), and identify notes in the bass clef</p> <p>2. Identify accidentals sharps flats natural signs</p> <p>3. Employ standard pitch notation in the clef appropriate to student's instrument or voice in an appropriate range and keys</p> <p><b>9-12.EM.1.C.1,2</b></p> <p>1. Identify standard symbols for dynamics, tempo and articulation</p> <ul style="list-style-type: none"> <li>● p for piano</li> </ul>

- f for forte
- mp for mezzo piano
- mf for mezzo forte
- pp for pianissimo
- ff for fortissimo
- cresc or < for crescendo
- decres or > for decrescendo
- dim for diminuendo
- accelerando
- ritardando
- allegro
- moderato
- andante
- largo
- a tempo
- accent
- fermata
- ties
- slurs
- staccato
- legato

2. Apply standard listed for General Music classes, adding marcato and full complement of dynamic range including sfz

**9-12.EM.1.D.1-3**

1. Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures (See Elements of Music)
2. Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice
3. Interpret selected literature that includes non-standard notation symbols (See Elements of Music)

## Unit 4

### Triads In First Inversion

#### 9-12.PP.4.A.2,3

2. Compose Music (phrases) in a distinct style, demonstrating creativity in using the \*elements of music for expressive effect
3. Arrange simple pieces for four voices or instruments other than those for which the pieces were originally written (transposition)

#### 9-12.EM.1.A.1,2

1. Interpret and explain duration and meter in  $2/4$ ,  $3/4$ ,  $4/4$  and  $6/8$  meter signature using bar lines using :
  - whole note/rest
  - quarter note/rest
  - half note/rest
  - eighth-note pairs
  - dotted half note
  - sixteenth notes
  - dotted quarter followed by eighth
  - dotted quarter note/rest
  - 3 eighth notes beamed together in  $6/8$  syncopation
2. Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add
  - \*syncopation
  - \*alla breve

#### 9-12.EM.1.B.1-3

1. Identify standard pitch notation in the treble clef, including one ledger line above and below the staff (\*middle C), and identify notes in the bass clef
2. Identify accidentals sharps flats natural signs
3. Employ standard pitch notation in the clef appropriate to student's instrument or voice in an appropriate range and keys

#### 9-12.EM.1.C.1,2

1. Identify standard symbols for dynamics, tempo and articulation
  - p for piano
  - f for forte
  - mp for mezzo piano
  - mf for mezzo forte
  - pp for pianissimo

- ff for fortissimo
- cresc or < for crescendo
- decres or > for decrescendo
- dim for diminuendo
- accelerando
- ritardando
- allegro
- moderato
- andante
- largo
- a tempo
- accent
- fermata
- ties
- slurs
- staccato
- legato

2. Apply standard listed for General Music classes, adding marcato and full complement of dynamic range including sfz

**9-12.EM.1.D.1-3**

1. Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures (See Elements of Music)
2. Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice
3. Interpret selected literature that includes non-standard notation symbols (See Elements of Music)