

Wilson Area School District Planned Course Guide

Title of planned course: Music Theory

Subject Area: Music

Grade Level: 9-12

Course Description: Students in Music Theory will learn the basics and fundamentals of musical notation, rhythmic notation, melodic dictation, and harmonic structure found in Western music. Students will also learn, work on, and develop aural skills in respect to hearing and notating simple melodies, intervals, and chords. Students will also learn how to analyze a piece of music using Roman numeral analysis. Students will learn basic skills in music composition to compose their own pieces of music. Students will be expected to complete homework outside of class and will be graded via tests, quizzes, projects and compositions.

Time/Credit for this Course: Full year / 1 credit

Curriculum Writing Committee: Joshua Koch

Curriculum Map

August: Week 1, Unit 1 - Introduction to pitch

September:

- Week 2, Unit 1 - The piano keyboard
- Week 3, Unit 1 - Reading pitches from a score
- Week 4, Unit 1 - Dynamic markings
- Week 5, Unit 1 - Review/ Test

October:

- Week 6, Unit 2 - Dividing musical time
- Week 7, Unit 2 - Rhythmic notation for simple meters
- Week 8, Unit 2 - Counting rhythms in simple meters
- Week 9, Unit 2 - Beat units other than the quarter note and metrical hierarchy

November:

- Week 10, Unit 2 - Review/Test
- Week 11, Unit 4 - Hearing compound meters and meter signatures
- Week 12, Unit 4 - Rhythmic notation in compound meters
- Week 13, Unit 4 - Syncopation and mixing beat divisions

December:

- Week 14, Unit 4 - Hemiola and metrical accent and implications for performance
- Week 15, Unit 8 - Introduction to techniques of composition
- Week 16, Unit 4/8 - Composition project in compound meter

January:

- Week 17, Unit 4/8 - Composition project in compound meter continued.
- Week 18, Unit 3 - Chromatic and diatonic collections
- Week 19, Unit 3 - Scales
- Week 20, Unit 3 - Major keys

February:

- Week 21, Unit 3 - Pentatonic scale and implications for performance
- Week 22, Unit 3 - Review/Test
- Week 23, Unit 6 - Combining pitches + Aural Skills training
- Week 24, Unit 6 - Interval quality & consonant vs dissonant intervals + Aural Skills training

March:

- Week 25, Unit 8 - Utilizing consonant & dissonant intervals in composition
- Week 26, Unit 6/8 - Composition project for 2 instruments using consonant and dissonant intervals
- Week 27, Unit 6/8 - Composition project continued
- Week 28, Unit 7 Chords and triads

April:

- Week 29, Unit 7 - Spelling Triads
- Week 30, Unit 7 - Scale Degree triads in a tonal context
- Week 31, Unit 7 - Review/Test
- Week 32, Unit 8 - Compositional techniques for full score composition

May:

- Week 33, Unit 7/8 - Composition for 4 instruments with triad identification
- Week 34, Unit 7/8 - Composition project continued
- Week 35, - Review
- Week 36 - FINAL EXAMS

Wilson Area School District Planned Course Materials

Course Title: Music Theory

Textbook: The Musician's Guide to Theory and Analysis (Second Edition)
Jane Piper Clendinning and Elizabeth West Marvin

Teacher Resources: Various online resources

Curriculum Scope & Sequence

Planned Course: Music Theory

Unit: Unit #1 - Pitch and Pitch Class

Time frame: 5 weeks

State Standards: 9.1.C, D, E, F, J, K; 9.2.A, B, C, D, E, F, I; 9.3.A, B, C, D, E, F, G; 9.4.B, C

Essential content/objectives: At end of the unit, students will be able to:

- Identify letter names and pitch class
- Identify the setup of the piano keyboard
- Understand how to read pitches from a score
- Understand dynamic marks

Core Activities: Students will complete/participate in the following:

- Identify letter names from a keyboard
- Identify whole and half steps
- Identify whole and half steps on the keyboard
- Identify notes on ledger lines and clefs
- Identify notes notated on treble and bass clef staff and associate with position on keyboard

Extensions: Students can go online (www.musictheory.net) to get online tutoring

Remediation:

- Tutoring before and/or after school
- Peer remediation

Instructional Methods:

- Direct instruction through lectures
- Listening
- Modeling
- Guided group/individual practice
- Peer collaboration

Materials & Resources:

- Worksheets, activities, study guides, and assessments
- “The Musicians Guide to Theory and Analysis” textbook and workbook
- “Tonal Harmony” workbook

Assessments:

- Workbook assignments 1.1 - 1.5
- Teacher created assignments
- Unit 1 practice test
- Unit 1 test

Curriculum Scope & Sequence

Planned Course: Music Theory

Unit: Unit #2 - Simple Meters

Time frame: 5 weeks

State Standards: 9.1.C, D, E, F, J, K; 9.2.A, B, C, D, E, F, I; 9.3.A, B, C, D, E, F, G; 9.4.B, C

Essential content/objectives: At end of the unit, students will be able to:

- Divide musical time
- Understand rhythmic notation for simple meters
- Count rhythms in simple meters
- Beat units other than the quarter note
- Metrical hierarchy

Core Activities: Students will complete/participate in the following:

- Notation basics
- Identifying meters
- Counting rhythms in simple meters
- Counting dotted rhythms
- Beaming to reflect the beat
- Syncopation
- Reading meter signatures
- Writing in simple meters
- Anacrusis/Hemiola

Extensions: Students can go online (www.musictheory.net) to get online tutoring

Remediation:

- Tutoring before and/or after school
- Peer remediation

Instructional Methods:

- Direct instruction through lectures
- Listening
- Modeling
- Guided group/individual practice
- Peer collaboration

Materials & Resources:

- Worksheets, activities, study guides, and assessments
- “The Musicians Guide to Theory and Analysis” textbook and workbook

Assessments:

- Workbook assignments 2.1 - 2.6
- Teacher created assignments
- Unit 2 practice test
- Unit 2 test

Curriculum Scope & Sequence

Planned Course: Music Theory

Unit: Unit #4 - Compound Meters

Time frame: 6 weeks

State Standards: 9.1.C, D, E, F, J, K; 9.2.A, B, C, D, E, F, I;
9.3.A, B, C, D, E, F, G; 9.4.B, C

Essential content/objectives: At end of the unit, students will be able to:

- Hear compound meters
- Understand compound meter time signatures
- Notate rhythms in compound meters
- Identify syncopation
- Mix beat divisions
- Understand Hemiola
- Metrical Accent and Implications for Performance
- Compose in a mixed meter time signature

Core Activities: Students will complete/participate in the following:

- Understanding simple and compound meter signatures
- Understanding compound meters
- Beaming to reflect the beat
- Dotted rhythms
- Triplets
- Syncopation

Extensions: Students can go online (www.musictheory.net) to get online tutoring

Remediation:

- Tutoring before and/or after school
- Peer remediation

Instructional Methods:

- Direct instruction through lectures
- Listening
- Modeling
- Guided group/individual practice
- Peer collaboration

Materials & Resources:

- Worksheets, activities, study guides, and assessments
- “The Musicians Guide to Theory and Analysis” textbook and workbook
- “Tonal Harmony” Workbook

Assessments:

- Workbook assignments 4.1 - 4.5
- Teacher created assignments
- Compound Meter Composition

Curriculum Scope & Sequence

Planned Course: Music Theory

Unit: Unit #3 - Pitch Collections, Scales, and Major Keys

Time frame: 5 weeks

State Standards: 9.1.C, D, E, F, J, K; 9.2.A, B, C, D, E, F, I;
9.3.A, B, C, D, E, F, G; 9.4.B, C

Essential content/objectives: At end of the unit, students will be able to:

- Differentiate between chromatic and diatonic collections
- Notate scales: Ordered pitch class collections
- Identify major keys
- Notate the major pentatonic scale
- Understand Implications for performance

Core Activities: Students will complete/participate in the following:

- Writing scales
- Identifying major key signatures
- Writing major key signatures
- Scale degree analysis of melodies
- Scale and scale degrees
- Pentatonic scale

Extensions: Students can go online (www.musictheory.net) to get online tutoring.

Remediation:

- Tutoring before and/or after school
- Peer remediation.

Instructional Methods:

- Direct instruction through lectures
- Listening
- Modeling
- Guided group/individual practice
- Peer collaboration

Materials & Resources:

- Worksheets, activities, study guides, and assessments
- “The Musicians Guide to Theory and Analysis” textbook and workbook
- “Tonal Harmony” workbook

Assessments:

- Workbook assignments 3.1 - 3.5
- Teacher created assignments
- Unit 3 test

Curriculum Scope & Sequence

Planned Course: Music Theory

Unit: Unit #6 - Intervals

Time frame: 4 weeks

State Standards: 9.1.C, D, E, F, J, K; 9.2.A, B, C, D, E, F, I
9.3.A, B, C, D, E, F, G; 9.4.B, C

Essential content/objectives: At end of the unit, students will be able to:

- Combine pitches in music notation
- Identify and utilize interval quality in composition
- Recognize and differentiate between consonant and dissonant intervals
- Compose a piece of music utilizing correctly using and resolving consonant and dissonant intervals

Core Activities: Students will complete/participate in the following:

- Identifying interval size
- Reading intervals
- Writing intervals
- Interval inversion
- Resolving dissonant intervals

Extensions: Students can go online (www.musictheory.net) to get online tutoring

Remediation:

- Tutoring before and/or after school
- Peer remediation.

Instructional Methods:

- Direct instruction through lectures
- Listening
- Modeling
- Guided group/individual practice
- Peer collaboration

Materials & Resources:

- Worksheets, activities, study guides, and assessments
- “The Musicians Guide to Theory and Analysis” textbook and workbook
- “Tonal Harmony Workbook”

Assessments:

- Workbook assignments 6.1 - 6.5
- Teacher created assignments
- Unit 6 Composition Project

Curriculum Scope & Sequence

Planned Course: Music Theory

Unit: Unit #7 - Triads

Time frame: 6 weeks

State Standards: 9.1.C, D, E, F, J, K; 9.2.A, B, C, D, E, F, I;
9.3.A, B, C, D, E, F, G; 9.4.B, C

Essential content/objectives: At end of the unit, students will be able to:

- Understand chords and triads
- Understand how to spell triads
- Apply scale degree triads in a tonal context
- Utilize Triads to compose a 4 part composition

Core Activities: Students will complete/participate in the following:

- Writing scale degree triads
- Analyze Scale degree qualities
- Writing triads in a key
- Notate Chord symbols
- Compose an original

Extensions: Students can go online (www.musictheory.net) to get online tutoring

Remediation:

- Tutoring before and/or after school
- Peer remediation

Instructional Methods:

- Direct instruction through lectures
- Listening
- Modeling
- Guided group/individual practice
- Peer collaboration

Materials & Resources:

- Worksheets, activities, study guides, and assessments
- “The Musicians Guide to Theory and Analysis” textbook and workbook

Assessments:

- Workbook assignments 7.1 - 7.5
- Teacher created assignments
- Unit 7 practice test
- Unit 7 test.

Curriculum Scope & Sequence

Planned Course: Music Theory

Unit: Unit #8 - Compositional Tools & Techniques

Time frame: 9 weeks in conjunction with other units

State Standards: 9.1.C, D, E, F, J, K; 9.2.A, B, C, D, E, F, I;
9.3.A, B, C, D, E, F, G; 9.4.B, C

Essential content/objectives: At end of the unit, students will be able to:

- Use proper part writing techniques to compose multi-instrument original compositions
- Recognize the use of meter in compositions
- Understand how to utilize intervals to create interest in compositions
- Utilize triads to create 4 part texture compositions

Core Activities: Students will complete/participate in the following:

- Demonstrate understanding of meter, interval, and triad concepts through creation of original compositions
- Utilize proper part writing techniques to compose for multiple instruments
- Show a basic understanding of orchestration techniques for various instruments

Extensions: Students can go online (www.musictheory.net) to get online tutoring

Remediation:

- Tutoring before and/or after school
- Peer remediation

Instructional Methods:

- Direct instruction through lectures
- Listening
- Modeling
- Guided group/individual practice
- Peer collaboration

Materials & Resources:

- Worksheets, activities, study guides, and assessments
- “The Musicians Guide to Theory and Analysis” textbook and workbook
- “Tonal Harmony” workbook

Assessments:

- Workbook assignments 4.6, 6.6, 7.6
- Teacher created assignments
- Individual composition assignments associated with other units