



Northern York County School District

Curriculum Overview

Course: High School Music Theory	
Grade Level: 11-12	
Approval Date:	Length of Time: 180 days
Course Description: <p>This course is designed to give students the “what” and the “how” as it pertains to music. We take a deeper look at the music that we play or sing in our ensembles and discuss how music developed into the way it is now. We look at music history, theoretical knowledge of music, and analysis techniques to help guide our studies. We will then turn around and use that knowledge to create music. Students will also have a music appreciation portion of this course as we study different genres of music from pre-common practice era through the present day.</p>	
Course Objectives: <p>Students will:</p> <ul style="list-style-type: none">• Analyze the relationships among notes, rhythms, scales, and chords and apply this understanding to perform and compose music accurately• Evaluate varied musical works using theoretical knowledge, identifying patterns, progressions, and structures to inform performance and interpretation• Compare and contrast different musical forms and genres, analyzing stylistic and structural differences to deepen understanding of music's cultural and historical contexts• Synthesize knowledge of music theory and personal experiences to compose and improvise original musical works, demonstrating thoughtful organization and expressive intent• Apply the movable do solfège system to interpret and perform sight-singing exercises, demonstrating accurate pitch recognition and melodic comprehension• Analyze and interpret musical examples to identify intervals, chords, rhythms, and errors, and apply these skills to reinforce understanding of theoretical concepts• Design and produce musical work using recording, rehearsal, conducting, and writing techniques, collaborating with an ensemble to present a performance that reflects musical understanding and expressive intent.	

Related Standards:

National Music Standards and PA State Standards for the Arts and Humanities can be found on their respective websites.

Creating (PA 9.1.12 a-k)

- MU:Cr1.1.E.IIIa **Imagine**: Compose and improvise musical ideas for a variety of purposes and contexts.
- (MU:Cr2.1.E.IIIa) **Plan and Make**- Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
- MU:Cr2.1.E.IIIa Preserve draft musical works through standard notation, audio, or video recording.
- (MU:Cr3.1.E.IIIa) **Evaluate and Refine**- Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
- (MU:Cr3.2.E.IIIa) **Present**- personally developed musical works – individually or as an ensemble – that address identified purposes and contexts.

Performing (PA 9.1.12 a-k)

- (MU:Pr4.2.E.IIa) **Analyze**- Analyze the structure and context of varied musical works and their implications for performance
- (MU:Pr4.3.E.IIa) **Interpret**- Develop personal interpretations that consider the creators' intent
- (MU:Pr5.3.E.IIa) **Rehearse, Evaluate, and Refine**- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- (MU:Pr6.1.E.IIa) **Present**- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Responding (PA 9.3.12 a-g)

- (MU:Re7.2.E.IIa) **Analyze**- Analyze how the structure and context of varied musical works inform the response
- (MU:Re8.1.E.IIa) **Interpret**- Support interpretations of musical works that reflect creators'/performers' expressive intent.
- (MU:Re9.1.E.IIa) **Evaluate**- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria

Connecting (PA 9.4.12 a-d)

- (MU:Cn10.0.H.IIa) **Synthesize and relate** knowledge and personal experiences to make music.
- (MU:Cn11.0.T.IIa) **Relate** musical ideas and works with varied contexts to deepen understanding.

Units:

- Notes and rhythms in differing clefs
- Major and minor scales
- Triads and 7th chords
- Roman Numeral and Formal Analysis
- Four-part writing and Figured Bass Notation
- Sight Singing Ear training

Concepts:

- Notes, scales, and chords
- Analysis
- Writing and creating music
- Sight-singing
- Aural skills or ear training
- Music appreciation

Competencies:

- Analyze and apply notes, rhythms, scales, and chords in performance and composition.
- Evaluate and interpret Roman numeral and formal analyses to identify harmonic progressions and musical structures.
- Synthesize figured bass and four-part writing techniques to create original harmonic compositions.
- Demonstrate and apply movable solfège to sing diatonic and chromatic patterns, including steps and leaps up to a sixth.
- Analyze and evaluate melodic, harmonic, and rhythmic elements in recorded examples, identifying errors and musical features.
- Apply aural skills to connect theoretical concepts to performance and composition.
- Compare and contrast musical genres from diverse cultures, analyzing stylistic and structural differences.
- Evaluate how historical and cultural contexts inform musical style and performance decisions.
- Design and synthesize ensemble works using rehearsal, conducting, and recording techniques.
- Collaborate effectively to produce and perform original music, demonstrating decision-making, interpretation, and expressive intent.

<p><u>Learning Activities:</u></p> <ul style="list-style-type: none"> ○ Note identification ○ Rhythm Identification ○ Scale identification ○ Chord identification ○ Roman Numeral Analysis ○ Formal Analysis ○ Figured Bass Notation ○ Four-part writing ○ Ensemble Writing ○ Sight Singing ○ Ear Training ○ Music Appreciation 	<p><u>Performance Tasks:</u></p> <ul style="list-style-type: none"> ● Self-Evaluation (Formative and Summative) ● Written Assessments to identify notes, rhythms, chords, and scales ● Analyze Bach Chorales to understand the roman numeral progressions and apply those progressions to modern music ● Discuss forms in music and analyze music through those forms ● Write a piece of music using figured bass notation (with guidelines) ● Write pieces in four-part (without guidelines) ● Final project to write a piece of music and learn leadership skills and recording techniques ● Sight Singing examples ● Ear training examples
<p>Other Assessment Measures:</p> <ul style="list-style-type: none"> ● In-class participation ● Written assessments ● Peer evaluations ● Project based assignments to create their own music ● Sight Singing ● Ear training 	
<p>Textbook/Primary Resource:</p> <ul style="list-style-type: none"> ● <i>The Complete Musician by Steven G. Laitz</i> 	
<p>Supplemental Resource Materials:</p> <ul style="list-style-type: none"> ● Musictheory.net ● Note flight ● Musescore ● Audacity ● 40 Bach Chorales 	