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| <b>COURSE:</b> Music Theory 1 | <b>GRADE(S):</b> 9-12 |
| <b>UNIT:</b> Pitch Notation   |                       |

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| <p><b>NATIONAL STANDARDS:</b><br/> <b>MU:Cr1.1 Imagine</b>-Generate musical Ideas for various purposes and context.<br/> <b>MU:Cr2.1 Plan and Make</b>-select and develop musical ideas for defined purposes and contexts<br/> <b>MU:Cr3.1 Evaluate and Refine</b>-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.<br/> <b>MU:Cr3.2 Present</b>-Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.<br/> <b>MU:Pr4.2 Analyze</b>-Analyze the structure and context of varied musical works and their implications for performance.<br/> <b>MU:Pr4.3 Interpret</b>-Develop personal interpretations that consider creators' intent<br/> <b>MU:Cn10.0 Connecting</b>-Synthesize and relate knowledge and personal experiences to make music<br/> <b>MU:Cn11.0 Connecting</b>- Relate musical ideas and works with varied context to deepen understanding.</p> |
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| <p><b>STATE STANDARDS:</b><br/> 9.1 Production, Performance and Exhibition of Music<br/> 9.2 Historical and Cultural Contexts<br/> 9.3 Critical Response<br/> 9.4 Aesthetic Response</p> |
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| <p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to write major and all forms of the minor scale</li> <li>2. Students will be able to write and identify key signatures</li> <li>3. Students will be able to recognize intervals (M, m, P, d, A)</li> <li>4. Students will be able to recognize and identify triads and inversions including the 7<sup>th</sup></li> <li>5. Students will be able to identify chord progressions and cadences</li> </ol> |
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| <p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Teacher prepared practice worksheets and tests</li> <li>▪ Sight singing</li> <li>▪ Melodic dictation</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher created handouts and activities</li> <li>▪ Music Websites</li> <li>▪ Various music recordings and videos</li> <li>▪ Music notation software</li> </ul> | <p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observations</li> <li>▪ Quiz/Test</li> <li>▪ Worksheets/handouts</li> <li>▪ Activities/Projects</li> </ul> <p><b>REMEDIATION/MODIFICATION:</b></p> <ul style="list-style-type: none"> <li>▪ Assistance -- Teacher/Peer</li> <li>▪ Adjustment – Length</li> <li>▪ Alternative – Assignments/Projects</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>▪ 4-part writing</li> </ul> |
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| <b>COURSE:</b> Music Theory 1 | <b>GRADE(S):</b> 9-12 |
| <b>UNIT:</b> Rhythm Notation  |                       |

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| <p><b>NATIONAL STANDARDS:</b><br/> <b>MU:Cr1.1 Imagine</b>-Generate musical Ideas for various purposes and context.<br/> <b>MU:Cr2.1 Plan and Make</b>-select and develop musical ideas for defined purposes and contexts<br/> <b>MU:Cr3.1 Evaluate and Refine</b>-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.<br/> <b>MU:Cr3.2 Present</b>-Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.<br/> <b>MU:Pr4.2 Analyze</b>-Analyze the structure and context of varied musical works and their implications for performance.<br/> <b>MU:Pr4.3 Interpret</b>-Develop personal interpretations that consider creators' intent<br/> <b>MU:Cn10.0 Connecting</b>-Synthesize and relate knowledge and personal experiences to make music<br/> <b>MU:Cn11.0 Connecting</b>- Relate musical ideas and works with varied context to deepen understanding.</p> |
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| <p><b>STATE STANDARDS:</b><br/> 9.1 Production, Performance and Exhibition of Music<br/> 9.2 Historical and Cultural Contexts<br/> 9.3 Critical Response<br/> 9.4 Aesthetic Response</p> |
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| <p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to recognize the evolution of music notation</li> <li>2. Students will be able to read and write standard notation</li> <li>3. Students will be able to properly notate by hand</li> <li>4. Students will be able to utilize notation software</li> </ol> |
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| <p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>▪ Visual representations of notation</li> <li>▪ Note/rest values</li> <li>▪ Breakdown of note values</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher created handouts and activities</li> <li>▪ Music Websites</li> <li>▪ Various music recordings and videos</li> <li>▪ Music notation software</li> </ul> | <p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observations</li> <li>▪ Quiz/Test</li> <li>▪ Worksheets/handouts</li> <li>▪ Activities/Projects</li> </ul> <p><b>REMEDIATION/MODIFICATION:</b></p> <ul style="list-style-type: none"> <li>▪ Assistance -- Teacher/Peer</li> <li>▪ Adjustment – Length</li> <li>▪ Alternative – Assignments/Projects</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>▪ Additional – Readings and listening examples</li> </ul> |
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| <b>COURSE:</b> Music Theory 1   | <b>GRADE(S):</b> 9-12 |
| <b>UNIT:</b> Stylistic Analysis |                       |

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| <p><b>NATIONAL STANDARDS:</b></p> <p><b>MU:Pr4.2 Analyze</b>-Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>MU:Pr4.3 Interpret</b>-Develop personal interpretations that consider creators' intent</p> <p><b>MU:Cn10.0 Connecting</b>-Synthesize and relate knowledge and personal experiences to make music</p> <p><b>MU:Cn11.0 Connecting</b>- Relate musical ideas and works with varied context to deepen understanding.</p> |
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| <p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance and Exhibition of Music</p> <p>9.2 Historical and Cultural Contexts</p> <p>9.3 Critical Response</p> <p>9.4 Aesthetic Response</p> |
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| <p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to analyze themes and motives</li> <li>2. Students will be able to discuss relationships of melody vs. harmony</li> <li>3. Students will be able to recognize form</li> <li>4. Students will be able to discuss and identify tempo, texture, tone color within different parts of the form</li> </ol> |
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| <p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>▪ Study pieces of classical music in Sonata form, ABA, and others</li> <li>▪ Teacher prepared practice worksheets and tests</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher created handouts and activities</li> <li>▪ Music Websites</li> <li>▪ Various music recordings</li> <li>▪ Professional Scores</li> </ul> | <p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observations</li> <li>▪ Quiz/Test</li> <li>▪ Worksheets/handouts</li> <li>▪ Activities/Projects</li> </ul> <p><b>REMEDIATION/MODIFICATION:</b></p> <ul style="list-style-type: none"> <li>▪ Assistance -- Teacher/Peer</li> <li>▪ Adjustment – Length</li> <li>▪ Alternative – Assignments/Projects</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>▪ 2-part writing in any given form</li> </ul> |
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| <b>COURSE:</b> Music Theory 1                                      | <b>GRADE(S):</b> 9-12 |
| <b>UNIT:</b> Critical Analysis and Evaluation – MUSIC AND THE ARTS |                       |

**NATIONAL STANDARDS:**  
**MU:Pr4.2 Analyze**-Analyze the structure and context of varied musical works and their implications for performance.  
**MU:Pr4.3 Interpret**-Develop personal interpretations that consider creators' intent  
**MU:Cn10.0 Connecting**-Synthesize and relate knowledge and personal experiences to make music  
**MU:Cn11.0 Connecting**- Relate musical ideas and works with varied context to deepen understanding.

**STATE STANDARDS:**  
9.2 Historical and Cultural Contexts  
9.3 Critical Response  
9.4 Aesthetic Response

**UNIT OBJECTIVES:**

1. Students will be able to study works of different composers dating from the Medieval, Renaissance, Baroque, Classical, Romantic and 20<sup>th</sup> century time periods.
2. Students will be able to analyze the relationship of visual Art, Literature, Architecture and Music and how each adversely affected each other.

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| <p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Teacher prepared practice worksheets and tests</li> <li>▪ Research projects</li> <li>▪ Listening to samples with class discussion</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher created handouts and activities</li> <li>▪ Music Websites</li> <li>▪ Various music recordings and videos</li> </ul> | <p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observations</li> <li>▪ Quiz/Test</li> <li>▪ Worksheets/handouts</li> <li>▪ Activities/Projects</li> </ul> <p><b>REMEDIATION/MODIFICATION:</b></p> <ul style="list-style-type: none"> <li>▪ Assistance -- Teacher/Peer</li> <li>▪ Adjustment – Length</li> <li>▪ Alternative – Assignments/Projects</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>▪ 21<sup>st</sup> century music – is there a trend through time periods?</li> </ul> |
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| <b>COURSE:</b> Music Theory 1   | <b>GRADE(S):</b> 9-12 |
| <b>UNIT:</b> Critical Analysis and Evaluation – MUSIC AND CULTURE IN TIME PERIODS |                       |

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| <p><b>NATIONAL STANDARDS:</b><br/> <b>MU:Pr4.2 Analyze</b>-Analyze the structure and context of varied musical works and their implications for performance.<br/> <b>MU:Pr4.3 Interpret</b>-Develop personal interpretations that consider creators' intent<br/> <b>MU:Cn10.0 Connecting</b>-Synthesize and relate knowledge and personal experiences to make music<br/> <b>MU:Cn11.0 Connecting</b>- Relate musical ideas and works with varied context to deepen understanding.</p> |
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| <p><b>STATE STANDARDS:</b><br/> 9.2 Historical and Cultural Contexts<br/> 9.3 Critical Response<br/> 9.4 Aesthetic Response</p> |
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| <p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Students will study works of different composers dating from the Medieval, Renaissance, Baroque, Classical, Romantic, 20<sup>th</sup> and 21<sup>st</sup> century time periods.</li> <li>2. Students will analyze the relationship of society and culture and how each adversely affected each other.</li> </ol> |
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| <p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Teacher prepared practice worksheets and tests</li> <li>▪ Research projects</li> <li>▪ Listening to samples with class discussion</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher created handouts and activities</li> <li>▪ Music Websites</li> <li>▪ Various music recordings and videos</li> </ul> | <p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observations</li> <li>▪ Quiz/Test</li> <li>▪ Worksheets/handouts</li> <li>▪ Activities/Projects</li> </ul> <p><b>REMEDIATION/MODIFICATION:</b></p> <ul style="list-style-type: none"> <li>▪ Assistance -- Teacher/Peer</li> <li>▪ Adjustment – Length</li> <li>▪ Alternative – Assignments/Projects</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>▪ 21<sup>st</sup> century music – is there a trend through time periods?</li> </ul> <p>Revised June 2018</p> |
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