**High School Music Theory Curriculum**

**Course Description:** This is a course intended for students who may pursue a career or advanced degree in music. The course will introduce music history, aural training skills, including rhythmic, harmonic, and melodic dictation and sight singing. The course takes a beginning approach to the concepts of theory and analysis, with references to historical context.

### Scope and Sequence:

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<td>1-2 months</td>
<td>Western Music History</td>
<td>Topic 1: Medieval&lt;br&gt;Topic 2: Renaissance&lt;br&gt;Topic 3: Baroque&lt;br&gt;Topic 4: Classical&lt;br&gt;Topic 5: Romantic&lt;br&gt;Topic 6: 20th Century</td>
</tr>
</tbody>
</table>
Unit 1: Western Music History

Subject: Music Theory
Grade: 10-12
Name of Unit: Western Music History
Length of Unit: 1-2 months

Overview of Unit: This unit focuses on the importance of critical listening skills and their ability to empower the listener to recognize the elements of music, distinguish between quality and non-quality performance, and verbalize their reasons for personal music choices. Students also learn how non-musical aspects of society influence composers. Finally, a great deal of this unit focuses on the evolution of musical characteristics throughout history.

Priority Standards for unit:

- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
  - tone quality
  - expression/phrasing
  - rhythmic accuracy
  - pitch accuracy
  - part acquisition
  - blend/balance
  - diction/articulation
  - Style
  - posture/stage presence
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
- IC1A9-12a Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
Supporting Standards for unit:

- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  - DC/Fine
  - DS al coda/Fine
  - AB/binary
  - ABA/ternary
  - song form
  - sonata
  - rondo
  - fugue
  - opera
  - ballet
  - *musical theatre
  - symphonic
  - Jazz
  - *sonata

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria to distinguish between quality and non-quality performance through listening and self-assessment</td>
<td>Develop</td>
<td>Analysis</td>
<td>3</td>
</tr>
<tr>
<td>How the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines</td>
<td>Explain</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>The effects of society, culture, and technology on music</td>
<td>Describe</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Musical figures and their role as composers/performers/innovators</td>
<td>Discuss</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>The order and organization of an aural example</td>
<td>Determine</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>The musical expression of an aural example</td>
<td>Determine</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>The possible origin of an aural example</td>
<td>Determine</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Possible origin and/or historical period of an aural example by</td>
<td>Conclude</td>
<td>Evaluate</td>
<td>4</td>
</tr>
</tbody>
</table>
applying artistic perceptions to selected musical examples

<table>
<thead>
<tr>
<th>How elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts</th>
<th>Explain</th>
<th>Evaluate</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</td>
<td>Compare</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>Ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music</td>
<td>Explain</td>
<td>Evaluate</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. Why are critical listening skills important?
2. How do non-musical aspects (literature, art, social, economic, political, scientific, technology) influence composers?
3. How do the music characteristics evolve in a given historical era?

**Enduring Understanding/Big Ideas:**
1. Critical listening skills empower the listener to
   a. Recognize the elements of music
   b. Distinguish between quality and non-quality performances
   c. Verbalize their reasons for personal music choices
2. In every era of music history, the composer’s creativity reflects the time in which the composer lives.
3. Musical characteristics, forms and genre become more complex and diverse throughout music history.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>** Refer to the College Board A.P. Music Theory web page, as vocabulary changes each year.</td>
<td></td>
</tr>
</tbody>
</table>
Topic 1: Medieval

Engaging Experience 1
Title: Historical Overview of the Medieval Era
Suggested Length of Time: 2 blocks

Standards Addressed

Priority:
- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
- IC1A9-12a Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting:
- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  - DC/Fine
  - DS al coda/Fine
  - AB/binary
  - ABA/ternary
  - song form
  - Sonata
  - Rondo
  - Fugue
○ Opera
○ Ballet
○ *musical theatre
○ Symphonic
○ Jazz
○ *sonata

**Detailed Description/Instructions:** Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Topic 2: Renaissance

Engaging Experience 1
Title: Historical Overview of the Renaissance Era
Suggested Length of Time: 2 blocks
Standards Addressed

Priority:
- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
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- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting:
- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  - DC/Fine
  - DS al coda/Fine
  - AB/binary
  - ABA/ternary
  - song form
  - Sonata
  - Rondo
  - Fugue
○ Opera
○ Ballet
○ *musical theatre
○ Symphonic
○ Jazz
○ *sonata

**Detailed Description/Instructions:** Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Engaging Experience 1
Title: Historical Overview of the Baroque Era
Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
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- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting:

- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  - DC/Fine
  - DS al coda/Fine
  - AB/binary
  - ABA/ternary
  - song form
  - Sonata
  - Rondo
  - Fugue
- Opera
- Ballet
- *musical theatre
- Symphonic
- Jazz
- *sonata

**Detailed Description/Instructions:** Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Topic 4: Classical

Engaging Experience 1
Title: Historical Overview of the Classical Era
Suggested Length of Time: 2 blocks
Standards Addressed

Priority:

- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
- IC1A9-12a Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting:

- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  - DC/Fine
  - DS al coda/Fine
  - AB/binary
  - ABA/ternary
  - song form
  - Sonata
  - Rondo
  - Fugue
- Opera
- Ballet
- *musical theatre
- Symphonic
- Jazz
- *sonata

**Detailed Description/Instructions:** Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Topic 5: Romantic

Engaging Experience 1
Title: Historical Overview of the Romantic Era

Suggested Length of Time: 3 blocks

Standards Addressed

Priority:
- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
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- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting:
- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  - DC/Fine
  - DS al coda/Fine
  - AB/binary
  - ABA/ternary
  - song form
  - Sonata
  - Rondo
  - Fugue
○ Opera
○ Ballet
○ *musical theatre
○ Symphonic
○ Jazz
○ *sonata

**Detailed Description/Instructions:** Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Topic 6: 20th Century

Engaging Experience 1
Title: Historical Overview of the 20th Century Era
Suggested Length of Time: 3 blocks

Standards Addressed

Priority:
- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
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- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting:
- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  - DC/Fine
  - DS al coda/Fine
  - AB/binary
  - ABA/ternary
  - song form
  - Sonata
  - Rondo
  - Fugue
- Opera
- Ballet
- *musical theatre
- Symphonic
- Jazz
- *sonata

**Detailed Description/Instructions:** Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
### Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

For Topics 1 - 6: Written assessment - Student will demonstrate knowledge of:

- The commonly accepted dates for the era
- Terms and vocabulary associated with music of the era
- Historically significant composers/performers of the era
- Recognition genre, elements, and texture of audio examples
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<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<td>Medieval</td>
<td>Historical Overview of the Medieval Era</td>
<td>Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.</td>
<td>2 blocks</td>
</tr>
<tr>
<td>Renaissance</td>
<td>Historical Overview of the Renaissance Era</td>
<td>Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.</td>
<td>2 blocks</td>
</tr>
<tr>
<td>Baroque</td>
<td>Historical Overview of the Baroque Era</td>
<td>Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.</td>
<td>2 blocks</td>
</tr>
<tr>
<td>Classical</td>
<td>Historical Overview of the Classical Era</td>
<td>Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.</td>
<td>2 blocks</td>
</tr>
<tr>
<td>Romantic</td>
<td>Historical Overview of the Romantic Era</td>
<td>Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.</td>
<td>3 blocks</td>
</tr>
<tr>
<td>20th Century</td>
<td>Historical Overview of the 20th Century Era</td>
<td>Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.</td>
<td>3 blocks</td>
</tr>
</tbody>
</table>
Unit 2: Basic Music Reading Skills

Subject: Music Theory
Grade: 10-12
Name of Unit: Basic Music Reading Skills
Length of Unit: 3-4 months
Overview of Unit: In this unit, students learn how music, tonality, and aurally-heard music is represented in written form. They also learn how specific music terminology assists students in the comprehension of music theory, and then apply it in various ways. Teaching topics for this unit include notation (rhythmic and melodic), meter, scales, key signatures, terminology, and aural skills.

Course Components:
- 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
- Identify accidentals
  - sharps
  - flats
  - natural signs
Interpret and explain duration and meter in 2/4, ¾, 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

Determine the possible origin of an aural example (e.g., location and time)

Sight read standard musical notation at level 3 difficulty [Level 3--Moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements]

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

Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add
- Syncopation
- alla breve

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

Music Theory Components for unit:
- Notational Skills
  - Rhythms and meters
  - Clefs and pitches
  - Key signatures, scales, and modes
  - Intervals and chords
  - Melodic transposition
- Musical Terminology
  - Terms for intervals, triads, seventh chords, scales, and modes
  - Terms pertaining to rhythm and meter, melodic construction and variation, harmonic function, cadences and phrase structure, texture, small forms, and musical performance.
- Aural Skills
  - Rhythmic dictation (simple and compound meters)
- Identification of isolated pitch and rhythmic patterns
- Sight-singing (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)
- Melodic dictation (major and minor modes, treble and bass clefs, diatonic and chromatic melodies)

<table>
<thead>
<tr>
<th>Unwrapped Concepts</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard symbols for dynamics</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Standard symbols for tempo</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Standard symbols for articulation</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Accidentals</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Duration and meter in simple and compound meter</td>
<td>Interpret</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Duration and meter in simple and compound meter</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>The possible origin of an aural example</td>
<td>Determine</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Standard musical notation</td>
<td>Sight read</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Standard pitch notation in the treble clef and bass clef</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Standard rhythmic notation in simple and compound meters using all rhythm and note values</td>
<td>Interpret</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Standard rhythmic notation in simple and compound meters using all rhythm and note values</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 or 4 measures for instrument or voice</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How is music represented in written form?
2. How is tonality represented in written form?
3. How does the music heard aurally translate into written form?
4. How does specific music terminology assist the student in the comprehension of music theory?
**Enduring Understanding/Big Ideas:**

1. Music uses a symbolic notation on staves to indicate duration and pitch of sound.
2. Music tonality is created through combinations of whole & half steps which create scale patterns (ie major & minor) and can be represented by key signatures.
3. Aural skills will be acquired through progressively more difficult sight singing practice, rhythmic & melodic dictation examples, and recognition of intervals.
4. Terms pertaining to intervals, scales, rhythm and meter, texture, and musical performance combine to become the foundation of understanding the language of music theory.

**Unit Vocabulary:**

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</table>
**Engaging Experience 1**

**Title:** Rhythm  

**Suggested Length of Time:** 2 blocks (and reinforced throughout unit)  

**Standards Addressed:**  

*Priority:*  

- Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add  
  - Syncopation  
  - alla breve  

*AP Course Components Addressed:*  

- **Notational Skills**  
  - Rhythms and meters  
  - Clefs and pitches  
  - Key signatures, scales, and modes  
  - Intervals and chords  
  - Melodic transposition  

**Detailed Description/Instructions:** Through a variety of visual and aural examples, students will understand the standard music symbols used to represent rhythm.  

**Bloom’s Levels:** Understand  

**Webb’s DOK:** 1  

**Engaging Experience 2**

**Title:** Clefs and pitches  

**Suggested Length of Time:** 2 blocks (and reinforced throughout unit)  

**Standards Addressed:**  

*Priority:*  

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

*AP Course Components Addressed:*  

- **Notational Skills**  
  - Rhythms and meters  
  - Clefs and pitches  
  - Key signatures, scales, and modes  
  - Intervals and chords  
  - Melodic transposition
**Detailed Description/Instructions:** Through a variety of visual and aural examples, students will understand the standard music symbols used to represent pitch and its utilization on specific clefs.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 1
Topic 2: Meter

Engaging Experience 1

Title: Rhythmic/metric organization

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:

- 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

AP Course Components Addressed:

- Notational Skills
  - Rhythms and meters
  - Clefs and pitches
  - Key signatures, scales, and modes
  - Intervals and chords
  - Melodic transposition

Detailed Description/Instructions: Through a variety of visual and aural examples, students will recognize and create music using specific meter types (e.g., duple, triple, quadruple, irregular) and beat type (e.g., simple, compound).

Bloom’s Levels: Understand, Create

Webb’s DOK: 3
Topic 3: Scales

Engaging Experience 1
Title: Scale construction
Suggested Length of Time: 2 blocks (and reinforced throughout unit)
Standards Addressed:

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

AP Course Components Addressed:
- Notational Skills
  - Rhythms and meters
  - Clefs and pitches
  - Key signatures, scales, and modes
  - Intervals and chords
  - Melodic transposition

Detailed Description/Instructions: Through a variety of visual and aural examples, students will recognize and create scales using the specific interval patterns to build major and minor scales.

Bloom’s Levels: Apply, Create

Webb’s DOK: 3
Topic 4: Key Signatures

Engaging Experience 1
Title: Key signature recognition and creation
Suggested Length of Time: 2 blocks (and reinforced throughout unit)
Standards Addressed:

Priority:
- 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

AP Course Components Addressed:
- Notational Skills
  - Rhythms and meters
  - Clefs and pitches
  - Key signatures, scales, and modes
  - Intervals and chords
  - Melodic transposition

Detailed Description/Instructions: Through a variety of visual and aural examples, students will recognize and create key signatures using the specific visual patterns based on clefs to build major and minor key signatures.

Bloom’s Levels: Apply, Create
Webb’s DOK: 3
Engaging Experience 1
Title: Discussion of pertinent terminology
Suggested Length of Time: ongoing throughout unit
Standards Addressed:

Priority:
- 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
- Identify accidentals
  - Sharps
  - Flats
  - natural signs

AP Course Components Addressed:
- Musical Terminology
  - Terms for intervals, triads, seventh chords, scales, and modes
  - Terms pertaining to rhythm and meter, melodic construction and variation, harmonic function, cadences and phrase structure, texture, small forms, and musical performance.
**Detailed Description/Instructions:** Vocabulary will be introduced and discussed throughout the unit that will give the students standard music terminology to use as they describe music listening examples.

**Bloom’s Levels:** Understand, Apply

**Webb’s DOK:** 3
Engaging Experience 1
Title: Beginning aural/visual recognition of rhythms
Suggested Length of Time: ongoing throughout unit
Standards Addressed:
  
  **Priority:**
  
  - Determine the possible origin of an aural example (e.g., location and time)
  - Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add
    - SyncopatioN
    - alla breve
  - Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice

*AP Course Components Addressed:*
  
  - Aural Skills
    - Rhythmic dictation (simple and compound meters)

**Detailed Description/Instructions:** Students will notate a performed rhythmic example using standard music notation. Students will perform standard rhythmic notation.

*Bloom’s Levels:* Apply
*Webb’s DOK:* 2

Engaging Experience 2
Title: Beginning aural/visual recognition of intervals
Suggested Length of Time: ongoing throughout units
Standards Addressed:

  **Priority:**

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

*AP Course Components Addressed:*
  
  - Aural Skills
    - Identification of isolated pitch and rhythmic patterns

**Detailed Description/Instructions:** Students will identify interval qualities and notate on a staff performed interval examples by size and quality.

*Bloom’s Levels:* Apply
*Webb’s DOK:* 2
Engaging Experience 3
Title: Beginning sight singing of simple melodies
Suggested Length of Time: ongoing throughout unit
Standards Addressed:
  Priority:
  ● Sight read standard musical notation at level 3 difficulty [Level 3--Moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements]
  AP Course Components Addressed:
  ● Aural Skills
    ○ Sight-singing (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)
Detailed Description/Instructions: Students will sight-sing basic melodies (major and minor modes, treble and bass clef, simple and compound meters.)
Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 4
Title: Beginning melodic dictation
Suggested Length of Time: ongoing throughout unit
Standards Addressed:
  Priority:
  ● Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice
  AP Course Components Addressed:
  ● Aural Skills
    ○ Melodic dictation (major and minor modes, treble and bass clefs, diatonic and chromatic melodies)
Detailed Description/Instructions: Students will notate a performed melodic example using standard music notation. Students will perform standard melodic notation.
Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

For Topics 1 - 6: Written assessment - Student will demonstrate knowledge and application of:

- Notation of Rhythm
- Organization of rhythm into meter (simple and compound)
- Construction of scales (major and minor)
- Key Signatures (major and minor)
- Terms and vocabulary associated with the unit
- Aural Skills (sight reading, dictation, and interval recognition)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notation- Rhythmic and Melodic</td>
<td>Rhythm</td>
<td>Through a variety of visual and aural examples, students will understand the standard music symbols used to represent rhythm.</td>
<td>2 blocks (and reinforced throughout unit)</td>
</tr>
<tr>
<td>Notation- Rhythmic and Melodic</td>
<td>Clefs and Pitches</td>
<td>Through a variety of visual and aural examples, students will understand the standard music symbols used to represent pitch and its utilization on specific clefs.</td>
<td>2 blocks (and reinforced throughout unit)</td>
</tr>
<tr>
<td>Meter</td>
<td>Rhythmic/metric organization</td>
<td>Through a variety of visual and aural examples, students will recognize and create music using specific meter types (e.g., duple, triple, quadruple, irregular) and beat type (e.g., simple, compound).</td>
<td>2 blocks (and reinforced throughout unit)</td>
</tr>
<tr>
<td>Scales</td>
<td>Scale construction</td>
<td>Through a variety of visual and aural examples, students will recognize and create scales using the specific interval patterns to build major and minor scales.</td>
<td>2 blocks (and reinforced throughout unit)</td>
</tr>
<tr>
<td>Key Signatures</td>
<td>Key signature recognition and creation</td>
<td>Through a variety of visual and aural examples, students will recognize and create key signatures using the specific visual patterns based on clefs to build major and minor key signatures.</td>
<td>2 blocks (and reinforced throughout unit)</td>
</tr>
<tr>
<td>Terminology</td>
<td>Discussion of pertinent terminology</td>
<td>Vocabulary will be introduced and discussed throughout the unit that will give the students standard music terminology to use as they describe music listening examples.</td>
<td>Ongoing throughout unit</td>
</tr>
<tr>
<td>Aural Skills-Ear Training, Sight Singing, Rhythmic and Melodic Dictation</td>
<td>Beginning aural/visual recognition of rhythms</td>
<td>Students will notate a performed rhythmic example using standard music notation. Students will perform standard rhythmic notation.</td>
<td>Ongoing throughout unit</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Aural Skills-Ear Training, Sight Singing, Rhythmic and Melodic Dictation</td>
<td>Beginning aural/visual recognition of intervals</td>
<td>Students will identify interval qualities and notate on a staff performed interval examples by size and quality.</td>
<td>Ongoing throughout unit</td>
</tr>
<tr>
<td>Aural Skills-Ear Training, Sight Singing, Rhythmic and Melodic Dictation</td>
<td>Beginning sight singing of simple melodies</td>
<td>Students will sight-sing basic melodies (major and minor modes, treble and bass clef, simple and compound meters.)</td>
<td>Ongoing throughout unit</td>
</tr>
<tr>
<td>Aural Skills-Ear Training, Sight Singing, Rhythmic and Melodic Dictation</td>
<td>Beginning melodic dictation</td>
<td>Students will notate a performed melodic example using standard music notation. Students will perform standard melodic notation.</td>
<td>Ongoing throughout unit</td>
</tr>
</tbody>
</table>
Unit 3: Intermediate Music Reading

Subject: Music Theory
Grade: 10-12
Name of Unit: Intermediate Music Reading
Length of Unit: 3-4 months

Overview of Unit: In this unit, students learn how music, tonality, and aurally-heard music is represented in written form. They also learn how specific music terminology assists students in the comprehension of music theory, and then apply it in various ways. Teaching topics for this unit include triads and inversions, seventh chords and inversions, alternate scale construction, figured bass, and aural skills.

Priority Standards for unit:
- Identify and analyze forms and composition techniques
  - theme and variation
  - DC/Fine
  - DS al coda/Fine
  - AB/binary
  - ABA/ternary
  - song form
  - sonata
  - rondo
  - fugue
  - opera
  - ballet
  - musical theatre
  - symphonic
  - Jazz
  - Sonata
- Determine the order and organization of an aural example

AP Course Components for unit:
- Notational Skills
  - Rhythms and meters
  - Clefs and pitches
  - Key signatures, scales, and modes
  - Intervals and chords
  - Melodic transposition
- Musical Terminology
○ Terms for intervals, triads, seventh chords, scales, and modes

● Aural Skills
  ○ Sight-singing (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)
  ○ Melodic dictation (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)
  ○ Harmonic dictation (notation of soprano and bass lines and harmonic analysis in a four-voice texture)
  ○ Identification of isolated pitch and rhythmic patterns

● Score Analysis
  ○ Small Scale and large-scale harmonic procedures, including:
    ■ Identification of cadence types
    ■ Roman-numeral and figured-bass analysis, including nonharmonic tones, seventh chords, and secondary-dominant chords
    ■ Identification of key centers and key relationships; recognition of modulation to closely related keys

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms and composition techniques</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Forms and composition techniques</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Order of an aural example</td>
<td>Determine</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Organization of an aural example</td>
<td>Determine</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How is music represented in written form?
2. How is tonality represented in written form?
3. How does the music heard aurally translate into written form?
4. How does specific music terminology assist the student in the comprehension of music theory?

**Enduring Understanding/Big Ideas:**
1. Music uses a symbolic notation on staves to indicate duration and pitch of sound.
2. Music tonality is created through combinations of whole & half steps which create scale patterns (ie major & minor) and can be represented by key signatures.
3. Aural skills will be acquired through progressively more difficult sight singing practice, rhythmic & melodic dictation examples, and recognition of intervals.
4. Terms pertaining to intervals, triads, seventh chords, scales, modes, rhythm and meter, melodic construction and variation, harmonic function, cadences and phrase structure, texture, small forms, and musical performance combine to become the foundation of understanding the language of music theory.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>** Refer to the College Board A.P. Music Theory web page, as vocabulary changes each year.</td>
<td></td>
</tr>
</tbody>
</table>
**Topic 1: Triads & Inversions**

**Engaging Experience 1**
*Title:* Recognition and construction of triads (major, minor, augmented, diminished)

*Suggested Length of Time:* 2 blocks (and reinforced throughout unit)

**Standards Addressed:**

*Priority:*
- Determine the order and organization of an aural example

*AP Course Components:*
- Notational Skills
- Musical Terminology
  - Terms for intervals, triads, seventh chords, scales, and modes

**Detailed Description/Instructions:** Through a variety of visual and aural examples, students will recognize and create all forms of triads.

*Bloom’s Levels:* Apply

*Webb’s DOK:* 2

**Engaging Experience 2**
*Title:* Triad Inversions

*Suggested Length of Time:* 2 blocks (and reinforced throughout unit)

**Standards Addressed:**

*Priority:*
- Determine the order and organization of an aural example

*AP Course Components:*
- Notational Skills
- Musical Terminology
  - Terms for intervals, triads, seventh chords, scales, and modes

**Detailed Description/Instructions:** Through a variety of visual and aural examples, students will recognize and create all forms of triads in two inversion positions.

*Bloom’s Levels:* Apply

*Webb’s DOK:* 2
Topic 2: Seventh Chords & Inversions

Engaging Experience 1
Title: Recognition and construction of seventh chords (Dom. 7th, Major 7th, Minor 7th, Half-dim. 7th, Dim. 7th)
Suggested Length of Time: 2 blocks (and reinforced throughout unit)
Standards Addressed:
  Priority:
  - Determine the order and organization of an aural example
  AP Course Components:
  - Notational Skills
  - Musical Terminology
    - Terms for intervals, triads, seventh chords, scales, and modes
Detailed Description/Instructions: Through a variety of visual and aural examples, students will recognize and create the five standard forms of seventh chords (Dom. 7th, Major 7th, Minor 7th, Half-dim. 7th, Dim. 7th).
Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 2
Title: Seventh Chord Inversions
Suggested Length of Time: 2 blocks (and reinforced throughout unit)
Standards Addressed:
  Priority:
  - Determine the order and organization of an aural example
  AP Course Components:
  - Notational Skills
  - Musical Terminology
    - Terms for intervals, triads, seventh chords, scales, and modes
Detailed Description/Instructions: Through a variety of visual and aural examples, students will recognize and create all forms of seventh chord in three inversion positions.
Bloom’s Levels: Apply, Create
Webb’s DOK: 2, 3
Topic 3: Alternate Scale Construction

Engaging Experience 1
Title: Pentatonic and Blues Scale Construction
Suggested Length of Time: 1 block
Standards Addressed:

Priority:
- Determine the order and organization of an aural example

AP Course Components:
- Notational Skills
  - Rhythms and meters
  - Clefs and pitches
  - Key signatures, scales, and modes
  - Intervals and chords
  - Melodic transposition
- Musical Terminology
  - Terms for intervals, triads, seventh chords, scales, and modes

Detailed Description/Instructions: Through a variety of visual and aural examples, students will recognize and create scales using the specific interval patterns to build pentatonic and blues scales.

Bloom’s Levels: Apply, Create
Webb’s DOK: 2,3

Engaging Experience 2
Title: Chromatic and Whole Tone Interval Patterns
Suggested Length of Time: 1 block
Standards Addressed:

Priority:
- Determine the order and organization of an aural example

AP Course Components:
- Notational Skills
  - Rhythms and meters
  - Clefs and pitches
  - Key signatures, scales, and modes
  - Intervals and chords
  - Melodic transposition
- Aural Skills
  - Sight-singing (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)
Melodic dictation (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)

**Detailed Description/Instructions:** Through a variety of visual and aural examples, students will recognize and create scales using the specific interval patterns to build chromatic and whole tone scales.

**Bloom’s Levels:** Apply, Create; **Webb’s DOK:** 2,3

**Engaging Experience 3**

**Title:** Modes

**Suggested Length of Time:** 1 block

**Standards Addressed:**

*Priority:

- Determine the order and organization of an aural example

**AP Course Components:**

- **Notational Skills**
  - Rhythms and meters
  - Clefs and pitches
  - Key signatures, scales, and modes
  - Intervals and chords
  - Melodic transposition

- **Aural Skills**
  - Sight-singing (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)
  - Melodic dictation (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)

**Detailed Description/Instructions:** Through a variety of visual and aural examples, students will recognize and create scales using the specific interval patterns to build modes.

**Bloom’s Levels:** Apply, Create

**Webb’s DOK:** 2,3
Engaging Experience 1

Title: Understanding & Applying Figured Bass Symbols

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:
- Determine the order and organization of an aural example

AP Course Components:
- Notational Skills
  - Rhythms and meters
  - Clefs and pitches
  - Key signatures, scales, and modes
  - Intervals and chords
  - Melodic transposition
- Score Analysis
  - Small Scale and large-scale harmonic procedures, including:
    - Identification of cadence types
    - Roman-numeral and figured-bass analysis, including nonharmonic tones, seventh chords, and secondary-dominant chords
    - Identification of key centers and key relationships; recognition of modulation to closely related keys

Detailed Description/Instructions: Through a variety of visual examples, students will use their knowledge of chord inversions to interpret figured bass notation.

Bloom’s Levels: Apply

Webb’s DOK: 2
Topic 5: Aural Skills: Dictation and Sight-singing

Engaging Experience 1
Title: Intermediate aural/visual recognition of intervals
Suggested Length of Time: ongoing throughout unit
Standards Addressed:

Priority:
- Determine the order and organization of an aural example

AP Course Components:
- Aural Skills
  - Identification of isolated pitch and rhythmic patterns

Detailed Description/Instructions: Students will identify interval qualities and notate on a staff performed interval examples by size and quality.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 2
Title: Intermediate level sight singing of melodies
Suggested Length of Time: ongoing throughout unit
Standards Addressed:

Priority:
- Determine the order and organization of an aural example

AP Course Components:
- Aural Skills

Detailed Description/Instructions: Students will sight-sing more complex melodies (major and minor modes, treble and bass clef, simple and compound meters.)

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 3
Title: Intermediate melodic combined with rhythmic dictation
Suggested Length of Time: ongoing throughout unit
Standards Addressed:

Priority:
- Determine the order and organization of an aural example

AP Course Components:
- Aural Skills
  - Melodic dictation (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)
**Detailed Description/Instructions:** Students will notate a performed melodic example using standard pitch and rhythm notation. Students will perform standard melodic notation.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

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**Engaging Experience 4**

**Title:** Beginning harmonic dictation  
**Suggested Length of Time:** ongoing throughout unit

**Standards Addressed:**

*Priority:*
- Determine the order and organization of an aural example

*AP Course Components:*
- Aural Skills  
  - Harmonic dictation (notation of soprano and bass lines and harmonic analysis in a four-voice texture)

**Detailed Description/Instructions:** Students will notate a performed harmonic example using standard music notation.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

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**Engaging Experience 5**

**Title:** Beginning score analysis  
**Suggested Length of Time:** ongoing throughout unit

**Standards Addressed:**

*Priority:*
- Determine the order and organization of an aural example

*AP Course Components:*
- Score Analysis  
  - Small Scale and large-scale harmonic procedures, including:  
    - Identification of cadence types  
    - Roman-numeral and figured-bass analysis, including nonharmonic tones, seventh chords, and secondary-dominant chords

**Detailed Description/Instructions:** Students will analyze basic four-part harmonic structure using standard Roman Numeral and figured-bass notation.

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

For Topics 1 - 5: Written assessment - Student will demonstrate knowledge and application of:

- Notation and identification of triads and inversions
- Notation and identification of seventh chords and inversions
- Notation and identification of alternative scales (pentatonic, blues, whole tone, chromatic, modes)
- Analysis and construction of chords through the use of figured bass notation.
- Aural Skills (sight reading, dictation, interval recognition, and harmonic dictation)
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triads and Inversions</td>
<td>Recognition and construction of triads (major, minor, augmented, diminished)</td>
<td>Through a variety of visual and aural examples, students will recognize and create all forms of triads.</td>
<td>2 blocks (and reinforced throughout the unit)</td>
</tr>
<tr>
<td>Triads and Inversions</td>
<td>Triad Inversions</td>
<td>Through a variety of visual and aural examples, students will recognize and create all forms of triads in two inversion positions.</td>
<td>2 blocks (and reinforced throughout the unit)</td>
</tr>
<tr>
<td>Seventh Chords and Inversions</td>
<td>Recognition and construction of seventh chords (Dom. 7th, Major 7th, Minor 7th, Half-dim. 7th, Dim. 7th)</td>
<td>Through a variety of visual and aural examples, students will recognize and create the five standard forms of seventh chords (Dom. 7th, Major 7th, Minor 7th, Half-dim. 7th, Dim. 7th).</td>
<td>2 blocks (and reinforced throughout the unit)</td>
</tr>
<tr>
<td>Seventh Chords and Inversions</td>
<td>Seventh Chord Inversions</td>
<td>Through a variety of visual and aural examples, students will recognize and create all forms of seventh chord in three inversion positions.</td>
<td>2 blocks (and reinforced throughout the unit)</td>
</tr>
<tr>
<td>Alternate Scale Construction</td>
<td>Pentatonic and Blues Scale Construction</td>
<td>Through a variety of visual and aural examples, students will recognize and create scales using the specific interval patterns to build pentatonic and blues scales.</td>
<td>1 block</td>
</tr>
<tr>
<td>Alternate Scale Construction</td>
<td>Chromatic and Whole Tone Interval Patterns</td>
<td>Through a variety of visual and aural examples, students will recognize and create scales using the specific interval patterns to build chromatic and whole tone scales.</td>
<td>1 block</td>
</tr>
<tr>
<td>Alternate Scale Construction</td>
<td>Modes</td>
<td>Through a variety of visual and aural examples, students will recognize and create scales using the specific interval patterns to build modes.</td>
<td>1 block</td>
</tr>
<tr>
<td>-------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Figured Bass</td>
<td>Understanding &amp; Applying Figured Bass Symbols</td>
<td>Through a variety of visual examples, students will use their knowledge of chord inversions to interpret figured bass notation.</td>
<td>2 blocks (and reinforced throughout the unit)</td>
</tr>
<tr>
<td>Aural Skills: Melodic Dictation, Analysis of Music</td>
<td>Intermediate aural/visual recognition of intervals</td>
<td>Students will identify interval qualities and notate on a staff performed interval examples by size and quality.</td>
<td>Ongoing throughout unit</td>
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<tr>
<td>Aural Skills: Melodic Dictation, Analysis of Music</td>
<td>Intermediate level sight singing of melodies</td>
<td>Students will sight-sing more complex melodies (major and minor modes, treble and bass clef, simple and compound meters.)</td>
<td>Ongoing throughout unit</td>
</tr>
<tr>
<td>Aural Skills: Melodic Dictation, Analysis of Music</td>
<td>Intermediate melodic combined with rhythmic dictation</td>
<td>Students will notate a performed melodic example using standard pitch and rhythm notation. Students will perform standard melodic notation.</td>
<td>Ongoing throughout unit</td>
</tr>
<tr>
<td>Aural Skills: Melodic Dictation, Analysis of Music</td>
<td>Intermediate melodic combined with rhythmic dictation</td>
<td>Students will notate a performed melodic example using standard pitch and rhythm notation. Students will perform standard melodic notation.</td>
<td>Ongoing throughout unit</td>
</tr>
<tr>
<td>Aural Skills: Melodic Dictation, Analysis of Music</td>
<td>Beginning harmonic dictation</td>
<td>Students will notate a performed harmonic example using standard music notation.</td>
<td>Ongoing throughout unit</td>
</tr>
<tr>
<td>Aural Skills: Melodic Dictation, Analysis of Music</td>
<td>Beginning score analysis</td>
<td>Students will analyze basic four-part harmonic structure using standard Roman Numeral and figured-bass notation.</td>
<td>Ongoing throughout unit</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.