

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: AP Music Theory	Grade Level(s): 9-12
Department: Visual and Performing Arts Department	Credits: 5
BOE Adoption Date: October 2015	Revision Date(s): October 2019

ABSTRACT

AP Music Theory is a rigorous course designed for students who wish to further their knowledge of music theory, music literacy and musicianship. The main emphasis will be placed on the study of music of the Common Practice period (1600 – 1900), although music of other stylistic periods will be referenced. Throughout the year, students will gain skills relating to standard music notation, sight singing, major and minor tonalities, functional harmony, music analysis, part writing, music terminology, music history and composition. In May, students may elect to take the AP Music Theory exam for potential college credit.

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Mission Statement

The **Kingsway Regional School District** believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The *pacing guides* serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The *pacing*, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLS noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.

10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.

11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).

12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*

13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: AP Music Theory

Prerequisite(s): None

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 1: Building a Musical Vocabulary</p>	<p>4 Weeks September - October</p>	<p>Primary Standards Addressed: VPA.1.1.12.B.CS2 VPV.1.3.12.B.CS2</p>	<ul style="list-style-type: none"> • Students will understand that listening and identifying musical elements is the key to musical literacy. (1 week) • Students will be able to effectively use basic musical terminology such as rhythm, pitch and harmony to identify musical elements and to describe music. (2 weeks) • Students will be able to demonstrate by singing and by dictation their understanding of musical elements as presented both aurally and in written form. (1 week) 	<ul style="list-style-type: none"> • Overview of music history as it relates to this course. • Basic pitch notation, the staff, clefs, ledger lines, grand staff, octave designation, half/whole steps, intervals, chromatic alterations, enharmonic equivalents, accidentals. • Meter and rhythm, proportional system, beat and tempo, accent, meter and measure, meter signatures, simple/compound meters, syncopation, dots, ties, rests, dynamic and articulation markings. • Major scale, key signatures, circle of fifths, chromatic scale, whole tone scale, pentatonic scale, transposition, tonality. • Minor scale, key signatures, parallel minor keys. • Ear Training/Melodic Dictation: major key, diatonic pitches, step-wise melodies using scale degrees 1 – 6, leading tone • Harmonic Dictation: bass voice, outer voices

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 2: Linking Musical Elements to the Music	5 Weeks October – November	Primary Standards Addressed: VPA.1.1.12.B.1 VPA.1.3.12.B.CS1	<ul style="list-style-type: none"> • Students will be able to identify the musical elements of rhythm, melody and harmony and explain their function in a musical composition. (1 week) • Students will be able to explain how the different applications of elements of music result in music of different genres. • Students will be able to apply their understanding of the elements of music to their performance of a musical composition. 	<ul style="list-style-type: none"> • Intervals, numeric value of intervals, quality of intervals, intervals of the major scale. • Building and identifying triads, seventh chords (major, minor, all seventh chords). • Building and identifying triadic inversions, and seventh chord inversions. • Using traditional eighteenth-century nomenclature to identify and analyze chords, realization of Roman numeral progression. • Diatonic triad functions in major/minor keys. • Ear Training/Melodic Dictation: major key, diatonic pitches, melodies with skips using scale degrees 1, 3 and 5, melodies with skips from 5 – 1. • Harmonic Dictation: outer voices.
Unit 3: The Phrase Model	9 Weeks November – January	Primary Standards Addressed: VPA.1.1.12.B.CS1 VPA.1.3.12.B.CS4	<ul style="list-style-type: none"> • Students will be able to identify and describe harmonic rhythm as contained in an aurally presented composition. • Students will be able to understand the concept of traditional voice leading and apply that knowledge by 	<ul style="list-style-type: none"> • Functional tonal principles, harmonic motion, harmonic rhythm, idiomatic chord substitutions. • Cadences: authentic, perfect authentic, plagal, half and deceptive. • Embellishing/non-harmonic

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>arranging a short composition in SATB style.</p> <ul style="list-style-type: none"> • Students will be able to aurally distinguish harmonic from non-harmonic tones and to describe the two. 	<p>tones, passing tones, neighboring tones, suspension, pedal point.</p> <ul style="list-style-type: none"> • Melodic principles in four- part writing, voicing chords, range, tessitura, spacing, doubling and resolution. • Principles in chord connection, contrary and parallel motion. • Connecting root-position triads, realization of figured bass. • Voicing triads in first inversion. • Part writing using non-chord tones, voicing suspensions. • Ear Training/Melodic Dictation: major key, diatonic pitches, melodies with skips, skips to scale degree 6 and 4. • Harmonic Dictation: outer voices, authentic, half, deceptive, plagal cadences, primary triads.
Unit 4: Musical Form and Interpretation	<p>9 weeks</p> <p>February – April</p>	<p>Primary Standards Addressed: VPA.1.1.12.B.2 VPA1.3.12.B.CS3</p>	<ul style="list-style-type: none"> • The students will gain an understanding of secondary dominant chords and the importance of their function within a composition. • Students will understand the overriding function of musical 	<ul style="list-style-type: none"> • Triads in the second inversion, cadential six-four, passing six-four chords. • Connecting triads in all positions. • Harmonizing a melody and part writing for SATB voices.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>form in musical composition.</p> <ul style="list-style-type: none"> Students will begin to develop the ability to integrate the mastered elements of music in their composition/ performance of music. 	<ul style="list-style-type: none"> Phrase structure, motives and melodic form. The dominant seventh chord, part writing with the V7 chord. The leading tone seventh chord, part writing with the viio7 chord. Harmonizing with other seventh chords. Secondary dominant chords. Secondary leading-tone chords Ear Training/Melodic Dictation: major key, chromatic pitches based on natural minor Harmonic Dictation: outer voices, primary and secondary triads, seventh chords and secondary dominant chords.
Unit 5: Further Expansion of Harmonic Vocabulary	5 weeks April – May	Primary Standards Addressed: VPA.1.1.12.B.2 VPA.1.3.12.B.3	<ul style="list-style-type: none"> The students will be able to aurally discern small forms. The students will gain proficiency in incorporating musical elements learned in the previous units when improvising. The students will understand the concept of modulation as a functional means of creating contrast. 	<ul style="list-style-type: none"> Identifying secondary dominant chords in analysis of music, part writing with secondary dominants, voice leading. Modulation to closely related keys. Small forms: simple binary, rounded binary, ternary, theme and variations. Review for AP Music Theory Exam.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<ul style="list-style-type: none"> • Ear Training/Melodic Dictation: Major key, chromatic pitches out of key, • Harmonic Dictation: outer voices, all triads, seventh chords, secondary dominants.
Unit 6: Composition	4 weeks May - June	Primary Standards Addressed: VPA.1.3.23.B.4	<ul style="list-style-type: none"> • Synthesize the basic musical concepts learned into the creation of a musical composition. • Examine the role of music in society by linking music to major historical events. 	<ul style="list-style-type: none"> • Composition project • Music in history • Develop an artistic style • Ear Training/Melodic Dictation: chromatic tones • Harmonic Dictation: chromatic harmonies

Unit: #1 Building a Musical Vocabulary	Recommended Duration: 4 Weeks
<p>Unit Description: This unit is intended to introduce students to the basic elements of music theory. Throughout this unit students will be introduced to the concepts of music history as it relates to this course, basic pitch notation, meter and rhythm, scales (major, minor, chromatic, whole tone and pentatonic), key signatures, the circle of fifths, transposition and tonality. Ear Training/Dictation topics will include: major key, diatonic pitches, step-wise melodies using scale degrees 1 – 6, leading tone, and listening for the bass voice and outer voices. Mastery of these concepts will be demonstrated both by performance and in written form (dictation). At the end of this unit, students will be able to describe how these elements of music form the basis for musical compositions.</p>	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • Why is it important for artists to have a common musical vocabulary? • How do the varied elements of music come together to form a musical composition? 	<ul style="list-style-type: none"> • The process of creating music is a highly personal one but does reflect the culture and historical background of the artist. A common vocabulary allows artists of varied cultures and backgrounds to gain insight, understanding and appreciation of each other's works. • The process of creating music is neither haphazard nor random (excepting the music of some 20th century composers). The way that the elements of rhythm, melody and harmony are used by each artist results in an aesthetically pleasing but unique composition. This, taken with the cultural and historical background of the artist, accounts for the wide diversity of styles of music.

Relevant Standards:	Learning Goals: Students will ...	Learning Objectives: Students will be able to ...
<p>Power (Primary):</p> <ul style="list-style-type: none"> VPA.1.1.12.B.CS2. Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions. VPA 1.3.12.B.CS2. The ability to read and interpret music impacts musical fluency. <p>Supportive (Secondary):</p> <ul style="list-style-type: none"> VPA.1.3.12.B.2. Analyze how the elements of music are manipulated in prepared musical scores. 	<ul style="list-style-type: none"> Understand that listening and identifying musical elements is the key to musical literacy. Understand that the creation of music is influenced by history and the culture of the artist. Be able to effectively use basic musical terminology such as rhythm, pitch and harmony to identify musical elements and to describe music. Be able to demonstrate by singing and by dictation their understanding of musical elements as presented both aurally and in written form. 	<ul style="list-style-type: none"> Explain how the creation of music is influenced by history and culture. Identify the elements of basic pitch notation including the staff, clefs, ledger lines, grand staff, octave designation, half/whole steps, intervals, chromatic alterations, enharmonic equivalents, accidentals. Explain the concepts of meter and rhythm, proportional system, beat and tempo, accent, meter and measure, meter signatures, simple/compound meters, syncopation, dots, ties, rests, dynamic and articulation markings. Identify aurally the major scale, key signatures, circle of fifths, chromatic scale, whole tone scale, pentatonic scale, transposition, tonality. Identify aurally the minor scale, key signatures, and parallel minor keys. Demonstrate by singing the ability to aurally identify melodies in a major key, containing diatonic pitches, step-wise melodies and using scale degrees 1 – 6 and the leading tone. Demonstrate by dictation the ability to aurally identify harmonies by listening to the bass voice and outer voices.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Daily Sight Singing/Dictation • Daily Written Project • Music Work/Note Book • Listening Log • Peer critiquing 	<ul style="list-style-type: none"> • Terms Quiz • Mini-Composition Quiz • Written (note book) Reflection 	<ul style="list-style-type: none"> • Formal AP-style Dictation Test • Formal AP-Style Sight Singing Test • Formal AP-Style Theory Test 	<ul style="list-style-type: none"> • Formally critique/discuss a musical composition presented aurally making use of the common musical vocabulary learned in this unit. • Analyze a musical composition presented in written form and identify the musical elements contained in that composition. • Compose a sight-singing example using the musical elements covered in this unit and present it to the class.

Possible Assessment Modifications /Accommodations:

English Language Learners	Special Education Students	Struggling Learners	Advance Learners
<p>Vocabulary: Frayer Model Vocabulary Squares</p> <ul style="list-style-type: none"> • Reduce number of words • Provide simplified words • Picture provided & match definition <p>Graphic Organizers for notetaking is modeled for students:</p> <p>Leveled Reading: Tiered musical selections</p> <p>Flexible grouping: <ul style="list-style-type: none"> • Section specific grouping (altos, soprano...etc) </p>	<p>Vocabulary: Frayer Model Vocabulary Squares</p> <ul style="list-style-type: none"> • Matching picture & find definition <p>Graphic Organizers for notetaking is modeled for students:</p> <p>Leveled Reading: Tiered musical selections</p> <p>Flexible grouping: <ul style="list-style-type: none"> • Section specific grouping (altos, soprano...etc) </p>	<p>Vocabulary: Frayer Model Vocabulary Squares</p> <ul style="list-style-type: none"> • Matching picture & find definition <p>Graphic Organizers for notetaking is modeled for students:</p> <p>Leveled Reading: Tiered musical selections</p> <p>Flexible grouping: <ul style="list-style-type: none"> • Section specific grouping (altos, soprano...etc) </p>	<p>Leveled Reading: <ul style="list-style-type: none"> • Tiered musical selections <p>Frayer Model Vocabulary Squares- additional box</p> </p>

Cueing, prompting questions Teacher Notes: PowerPoints provided on Google Classroom	Cueing, prompting questions Teacher Notes: PowerPoints provided on Google Classroom	Cueing, prompting questions Teacher Notes: PowerPoints provided on Google Classroom	
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Instructional Strategies (*Robert Marzano's 41 Elements*):

- Scaffolding
- Modeling
- Chunking
- Direct Instruction
- Monitoring

Possible Instructional Modifications /Accommodations/Differentiation:

- Small Group vs. Individual work
- Hands on activities

Possible Instructional Modifications /Accommodations/Differentiation:

<p>Vocabulary: Frayer Model Vocabulary Squares</p> <ul style="list-style-type: none"> • Reduce number of words • Provide simplified words • Picture provided & match definition <p>Graphic Organizers for notetaking is modeled for students:</p> <p>Leveled Reading: Tiered musical selections</p> <p>Flexible grouping:</p> <ul style="list-style-type: none"> • Section specific grouping (altos, soprano...etc) <p>Cueing, prompting questions</p> <p>Teacher Notes: PowerPoints provided on Google Classroom</p>	<p>Vocabulary: Frayer Model Vocabulary Squares</p> <ul style="list-style-type: none"> • Matching picture & find definition <p>Graphic Organizers for notetaking is modeled for students:</p> <p>Leveled Reading: Tiered musical selections</p> <p>Flexible grouping:</p> <ul style="list-style-type: none"> • Section specific grouping (altos, soprano...etc) <p>Cueing, prompting questions</p> <p>Teacher Notes: PowerPoints provided on Google Classroom</p>	<p>Vocabulary: Frayer Model Vocabulary Squares</p> <ul style="list-style-type: none"> • Matching picture & find definition <p>Graphic Organizers for notetaking is modeled for students:</p> <p>Leveled Reading: Tiered musical selections</p> <p>Flexible grouping:</p> <ul style="list-style-type: none"> • Section specific grouping (altos, soprano...etc) <p>Cueing, prompting questions</p> <p>Teacher Notes: PowerPoints provided on Google Classroom</p>	<p>Leveled Reading:</p> <ul style="list-style-type: none"> • Tiered musical selections <p>Frayer Model Vocabulary Squares- additional box</p>
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Unit Vocabulary:

Essential: staff, treble clef, bass clef, ledger line, grand staff, octave, step, interval, chromatic, enharmonic, diatonic, meter (simple and compound), rhythm

Non-Essential: acoustics, overtone series, conjunct melody, scale degree

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>E/LA:</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages: 7.1NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>Social Studies: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needs to be active, informed citizens who value cultural diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in</p>	<p>Technology:</p> <p>PowerPoint Presentations (both teacher and student created): Instructional/presentational</p> <p>YouTube, DVD, CD and 33rpm disc: musical examples.</p> <p>Electronic Keyboards: practice</p> <p>CANVAS: network</p> <p>Websites:</p> <p>Mslpscores (music)</p> <p>StaffPad (notation)</p> <p>Audacity (recording)</p>	<p><input checked="" type="checkbox"/> Global Awareness – exposure to various vocabulary and the languages from which they are derived.</p> <p><input checked="" type="checkbox"/> Civic Literacy – exposure to the arts and discuss of how society evolves and values the arts</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation – creation of word wall to aid the</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>an interconnected world.</p> <p>Technology: 8.1.12.B.1. The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>21st Century Life and Careers: CRP12. Work productively in teams while using cultural global competence</p> <p>Library:</p>			

Resources:

Texts/Materials:

- PowerPoint Introduction
- Excerpts from *The Musician's Guide to Fundamentals* by Joel Phillips. Norton 2012
- Excerpts from *The Musician's Guide to Aural Skills* Second Edition by Joel Phillips. Norton 2010
- Excerpts from *Music for Sight Singing* Fifth Edition by Robert Ottman. Prentice Hall 2001
- Excerpts from AP Central AP Music Theory web site
- Teacher constructed exercises and examples
- Various recorded musical examples
- Music staff paper
- Piano/electronic keyboards (when available)

Major Assignments/Activities (required):

- Formally critique/discuss a musical composition presented aurally making use of the common musical vocabulary learned in this unit.
- Analyze a musical composition presented in written form and identify the musical elements contained in that composition.
- Compose a sight-singing example using the musical elements covered in this unit and present it to the class.

Unit: #2 Linking Musical Elements to Music	Recommended Duration: 5 Weeks
<p>Unit Description: This unit is intended to give students experience in identifying music theory concepts learned thus far in actual musical compositions. From various musical examples, students will identify Intervals, triads, seventh chords (major, minor, all seventh chords), triadic inversions and seventh chord inversions. They will also use traditional eighteenth-century nomenclature to identify and analyze chords and their functions and realize Roman numeral progressions to identify patterns. Ear Training topics will include major key, diatonic pitches, melodies with skips using scale degrees 1, 3 and 5, melodies with skips from 5 – 1 and listening for outer voices. At the end of this unit, students will be able to explain how these elements of music work together to result in an aesthetically pleasing composition.</p>	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How can the varied use of elements of music result in music of different styles and genres? • How can the understanding/mastery of the element of music result in a more meaningful experience/performance. 	<ul style="list-style-type: none"> • Generally speaking, all music is comprised of the same elements of rhythm, melody and harmony. It is the application of these elements that result in music of different styles and genres. • Although the creation or consumption of music is a highly emotional experience, the avenue for this communication of emotion is highly technical. The greater the understanding/mastery of this side of music, the more effective that communication will be.

Relevant Standards:	Learning Goals: Students will ...	Learning Objectives: Students will be able to ...
<p>Power (Primary):</p> <ul style="list-style-type: none"> VPA.1.1.12.B.1. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions. VPA.1.3.12.B.1. Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. <p>Supportive (Secondary):</p> <ul style="list-style-type: none"> VPA.1.4.12.A.CS1. Recognition of fundamental elements within various arts disciplines (dance, music theatre and visual art) is dependent on the ability to decipher cultural implications embedded in artworks 	<ul style="list-style-type: none"> Be able to identify the musical elements of rhythm, melody and harmony and explain their function in a musical composition. Be able to explain how the different applications of elements of music result in music of different genres. Be able to apply their understanding of the elements of music to their performance of a musical composition. 	<ul style="list-style-type: none"> Identify the numeric value of intervals, quality of intervals and intervals of the major scale. Construct and identify triads, seventh chords (major, minor, all seventh chords). Construct and identify triadic inversions, and seventh chord inversions. Apply traditional eighteenth-century nomenclature to identify and analyze chords. Realization a Roman numeral progression. Explain diatonic triad functions in major/minor keys. Demonstrate by singing the ability to aurally identify melodies in a major key containing diatonic pitches, melodies with skips using scale degrees 1, 3 and 5, and melodies with skips from 5 – 1. Demonstrate by dictation the ability to aurally identify harmonies by listening to the bass voice and outer voices.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Daily Sight Singing/Dictation • Daily Written Project • Music Work/Note Book • Listening Log • Peer critiquing 	<ul style="list-style-type: none"> • Terms Quiz • Mini-Composition Quiz • Written (note book) Reflection 	<ul style="list-style-type: none"> • Formal AP-style Dictation Test • Formal AP-Style Sight Singing Test • Formal AP-Style Theory Test 	<ul style="list-style-type: none"> • Formally critique/discuss a musical composition presented aurally making use of the common musical vocabulary learned in this unit. • Analyze a musical composition presented in written form and identify the musical elements contained in that composition. • Compose a sight-singing example using the musical elements covered in this unit and present it to the class.

Possible Assessment Modifications /Accommodations:

- Additional time to complete tasks/projects
- Performance vs. Written tasks/projects
- Multiple attempts

Instructional Strategies (*Robert Marzano's 41 Elements*):

- Scaffolding
- Modeling
- Chunking
- Direct Instruction
- Monitoring

Possible Instructional Modifications /Accommodations/Differentiation:

- Small Group vs. Individual work
- Hands on activities

Possible Instructional Modifications /Accommodations/Differentiation:

- Instructions/expectations given several ways (lecture/listening/written).

Unit Vocabulary:

Essential: key signature, major, minor, diminished, augmented, triad, inversion, figured bass

Non-Essential: skip, triadic, cadential

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>E/LA:</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages: 7.1NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>Social Studies: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needs to be active, informed citizens who value cultural diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in</p>	<p>Technology:</p> <p>PowerPoint Presentations (both teacher and student created): Instructional/presentational</p> <p>YouTube, DVD, CD and 33rpm disc: musical examples.</p> <p>Electronic Keyboards: practice</p> <p>CANVAS: network</p> <p>Websites:</p> <p>Mslpscores (music)</p> <p>StaffPad (notation)</p> <p>Audacity (recording)</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
<p>an interconnected world.</p> <p>Technology: 8.1.12.B.1. The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>21st Century Life and Careers: CRP12. Work productively in teams while using cultural global competence</p> <p>Library:</p>			

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> • PowerPoint Introduction • Excerpts from <i>The Musician’s Guide to Fundamentals</i> by Joel Phillips. Norton 2012 • Excerpts from <i>The Musician’s Guide to Aural Skills</i> Second Edition by Joel Phillips. Norton 2010 • Excerpts from <i>Music for Sight Singing</i> Fifth Edition by Robert Ottman. Prentice Hall 2001 • Excerpts from AP Central AP Music Theory web site • Teacher constructed exercises and examples • Various recorded musical examples • Music staff paper • Piano/electronic keyboards (when available) <p>Major Assignments/Activities (required):</p> <ul style="list-style-type: none"> • Formally critique/discuss a musical composition presented aurally making use of the common musical vocabulary learned in this unit. • Analyze a musical composition presented in written form and identify the musical elements contained in that composition. • Compose a sight-singing example using the musical elements covered in this unit and present it to the class.

Unit: #3 The Phrase Model	Recommended Duration: 9 Weeks
<p>Unit Description: This unit is intended to lead students to the realization that it is the patterns in music that give it form, sustenance and direction. To that end, students will be introduced to and gain an understanding of functional tonal principles, harmonic motion, harmonic rhythm, idiomatic chord substitutions, cadences, embellishing/non-harmonic tones, passing tones, neighboring tones, suspension, pedal point, melodic principles in four-part writing, voicing chords, range, tessitura, spacing, doubling, resolution, principles in chord connection, contrary and parallel motion and part writing. Ear Training topics will include major key, diatonic pitches, melodies with skips, skips to scale degree 6 and 4 and listening for outer voices, authentic, half, deceptive, plagal cadences and primary triads.</p>	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How can the basic elements of music be used to create a movement, an ebb and flow in music? • What is it about a piece of art that causes it to speak to us? 	<ul style="list-style-type: none"> • We can at times say that art is an imitation of life and a major characteristic of life is that it has movement. An understanding of the elements of music and their application to a composition or performance provides that contrast, that tension and relief that gives the music life. • The appreciation of a piece of art is based on many factors including experience and level of understanding/education. Another basic aspect of appreciation is familiarity: if a piece of art reminds us of a past positive experience, then we are more apt to come away with a favorable impression. It is the patterns in music, the melodies, the rhythms and the form, that provides that comfort zone.

Relevant Standards:	Learning Goals: Students will ...	Learning Objectives: Students will be able to ...
<p>Power (Primary):</p> <ul style="list-style-type: none"> VPA1.1.12.B.CS1. Understanding nuanced stylistic differences among genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. VPA.1.3.12.B.CS4. Basic vocal and instrumental arranging skills require theoretical understanding of music composition. <p>Supportive (Secondary):</p> <ul style="list-style-type: none"> VPA.1.4.12.A.CS2. Use contextual clues to differentiate between unique and common properties and to discern the cultural intent, enabling the view to hypothesize the artist's concept. 	<ul style="list-style-type: none"> Identify and describe harmonic rhythm as contained in an aurally presented composition. Understand the concept of traditional voice leading and apply that knowledge by arranging a short composition in SATB style. Aurally distinguish harmonic from non-harmonic tones and to describe the two. 	<ul style="list-style-type: none"> Identify and describe functional tonal principles, harmonic motion, harmonic rhythm, idiomatic chord substitutions. Identify and construct cadences: authentic, perfect authentic, plagal, half and deceptive. Distinguish between embellishing/non-harmonic tones, passing tones, neighboring tones, suspensions, pedal points. Apply the melodic principles in four-part writing: voicing chords, range, tessitura, spacing, doubling and resolution. Apply the principles of chord connection, contrary and parallel motion to an arrangement in SATB style Realize a figured bass pattern. Voice triads in first inversion. Use non-chord tones, voicing suspensions in part-writing. Demonstrate by singing the ability to aurally identify melodies in a major key containing diatonic pitches, melodies with skips, skips to scale degree 6 and 4. Demonstrate by dictation the ability to aurally identify outer voices, authentic, half, deceptive, plagal cadences and primary triads.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Daily Sight Singing/Dictation • Daily Written Project • Music Work/Note Book • Listening Log • Peer critiquing 	<ul style="list-style-type: none"> • Terms Quiz • Mini-Composition Quiz • Written (note book) Reflection 	<ul style="list-style-type: none"> • Formal AP-style Dictation Test • Formal AP-Style Sight Singing Test • Formal AP-Style Theory Test 	<ul style="list-style-type: none"> • Formally critique/discuss a musical composition presented aurally making use of the common musical vocabulary learned in this unit. • Analyze a musical composition presented in written form and identify the musical elements contained in that composition. • Arrange a short composition in SATB style using traditional voice leading

Possible Assessment Modifications /Accommodations:

- Additional time to complete tasks/projects
- Performance vs. Written tasks/projects
- Multiple attempts

Instructional Strategies (*Robert Marzano's 41 Elements*):

- Scaffolding
- Modeling
- Chunking
- Direct Instruction
- Monitoring

Possible Instructional Modifications /Accommodations/Differentiation:

- Small Group vs. Individual work
- Hands on activities
- Instructions/expectations given several ways (lecture/listening/written)

Unit Vocabulary:**Essential:** functional harmony, tonality, harmonic motion, cadence, embellishing, suspension, passing tone, neighboring tone, pedal point, contrary motion**Non-Essential:** changing tone, nonharmonic tone, oblique motion, similar motion

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>E/LA:</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages: 7.1NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>Social Studies: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value cultural diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Technology:</p>	<p>Technology:</p> <p>PowerPoint Presentations (both teacher and student created): Instructional/presentational</p> <p>YouTube, DVD, CD and 33rpm disc: musical examples.</p> <p>Electronic Keyboards: practice</p> <p>CANVAS: network</p> <p>Websites:</p> <p>Mslpscores (music)</p> <p>StaffPad (notation)</p> <p>Audacity (recording)</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>8.1.12.B.1. The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>21st Century Life and Careers: CRP12. Work productively in teams while using cultural global competence</p> <p>Library:</p>			

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> • PowerPoint Introduction • Excerpts from <i>The Musician's Guide to Fundamentals</i> by Joel Phillips. Norton 2012 • Excerpts from <i>The Musician's Guide to Aural Skills</i> Second Edition by Joel Phillips. Norton 2010 • Excerpts from <i>Music for Sight Singing</i> Fifth Edition by Robert Ottman. Prentice Hall 2001 • Excerpts from AP Central AP Music Theory web site • Teacher constructed exercises and examples • Various recorded musical examples • Music staff paper • Piano/electronic keyboards (when available) <p>Major Assignment/Activities (required):</p> <ul style="list-style-type: none"> • Formally critique/discuss a musical composition presented aurally making use of the common musical vocabulary learned in this unit. • Analyze a musical composition presented in written form and identify the musical elements contained in that composition. • Arrange a short composition in SATB style using traditional voice leading

Unit: #4 Musical Form and Interpretation	Recommended Duration: 9 Weeks
<p>Unit Description: This unit is intended to establish form as the overriding element of tonal music. Students will gain mastery in identifying the following elements of music towards the goal of establishing the music's form: cadential six-four, passing six-four chords, connecting triads in all positions, harmonizing a melody and part writing for SATB voices, phrase structure, motives and melodic form, the dominant seventh chord, part writing with the leading tone seventh chord and part writing with the viio7 chord. Ear Training topics will include: major key, chromatic pitches based on natural minor and listening for outer voices, primary and secondary triads, seventh chords and secondary dominant chords.</p>	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How can the element of form guide the creation of a musical composition? • What is the importance of contrast in a musical composition? 	<ul style="list-style-type: none"> • The form of a composition is the unifying factor which ties all of the rhythmic, melodic and harmonic elements together. Form gives a composition substance, movement and at the conclusion: finality. • Contrast is, in many ways the attribute that creates interest in a composition. The juxtaposition of rhythms, melodies and harmonies create the tension and relief that result in the artistry of a composition.

Relevant Standards:	Learning Goals: Students will ...	Learning Objectives: Students will be able to ...
<p>Power (Primary):</p> <ul style="list-style-type: none"> VPA.1.1.12.B.2. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts. VPA.1.3.12.B.CS3. Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. <p>Supportive (Secondary):</p> <ul style="list-style-type: none"> VPA.1.4.12.A.CS2. Contextual clues within artworks often reveal artistic content, enabling the viewer to hypothesize the artist's concept. 	<ul style="list-style-type: none"> Gain an understanding of secondary dominant chords and the importance of their function within a composition. Understand the over-riding function of musical form in musical composition. Begin to develop the ability to integrate the mastered elements of music in their composition/performance of music. 	<ul style="list-style-type: none"> Identify and construct triads in the second inversion, including cadential six-four and passing six-four chords. Connect triads in all positions. Harmonize a melody in SATB style. Identify phrase structure, motives and melodic form. Describe the function of the dominant seventh chord and incorporate the V7 chord in SATB part writing. Describe the function of the leading tone seventh chord, and incorporate the viio7 chord in SATB part writing. Harmonize with other seventh chords. Describe the function of secondary dominant chords. Identify V/V chords in compositions and relate them to the overall form of the composition. Identify and construct secondary leading-tone chords in various major and minor keys. Identify, describe and analyze the function of harmony as it related to form in a composition. Demonstrate by singing the ability to aurally identify melodies containing chromatic pitches based on natural minor. Demonstrate by dictation the ability to aurally identify outer voices, primary and secondary triads, seventh chords and secondary dominant chords.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Daily Sight Singing/Dictation • Daily Written Project • Music Work/Note Book • Listening Log • Peer critiquing 	<ul style="list-style-type: none"> • Terms Quiz • Mini-Composition Quiz • Written (note book) Reflection 	<ul style="list-style-type: none"> • Formal AP-style Dictation Test • Formal AP-Style Sight Singing Test • Formal AP-Style Theory Test 	<ul style="list-style-type: none"> • Formally critique/discuss a musical composition presented aurally making use of the common musical vocabulary learned in this unit. • Analyze a musical composition presented in written form and identify the musical elements contained in that composition. • Create the outline of a musical composition. Indicate the form, harmonic structure and basic motives.

Possible Assessment Modifications /Accommodations:

- Additional time to complete tasks/projects
- Performance vs. Written tasks/projects
- Multiple attempts

Instructional Strategies (*Robert Marzano's 41 Elements*):

- Scaffolding
- Modeling
- Chunking
- Direct Instruction
- Monitoring

Possible Instructional Modifications /Accommodations/Differentiation:

- Small Group vs. Individual work
- Hands on activities

Possible Instructional Modifications /Accommodations/Differentiation:

- Instructions/expectations given several ways (lecture/listening/written)

Unit Vocabulary:

Essential: natural/natural minor, SATB, phrase, dominant, leading tone, resolution, voice-leading, motif

Non-Essential: primary triad, secondary triad

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>E/LA:</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages: 7.1NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>Social Studies: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needs to be active, informed citizens who value cultural diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in</p>	<p>Technology:</p> <p>PowerPoint Presentations (both teacher and student created): Instructional/presentational</p> <p>YouTube, DVD, CD and 33rpm disc: musical examples.</p> <p>Electronic Keyboards: practice</p> <p>CANVAS: network</p> <p>Websites:</p> <p>Mslpscores (music)</p> <p>StaffPad (notation)</p> <p>Audacity (recording)</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>an interconnected world.</p> <p>Technology: 8.1.12.B.1. The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>21st Century Life and Careers: CRP12. Work productively in teams while using cultural global competence</p> <p>Library:</p>			

Resources:

Texts/Materials:

- PowerPoint Introduction
- Excerpts from *The Musician's Guide to Fundamentals* by Joel Phillips. Norton 2012
- Excerpts from *The Musician's Guide to Aural Skills* Second Edition by Joel Phillips. Norton 2010
- Excerpts from *Music for Sight Singing* Fifth Edition by Robert Ottman. Prentice Hall 2001
- Excerpts from AP Central AP Music Theory web site
- Teacher constructed exercises and examples
- Various recorded musical examples
- Music staff paper
- Piano/electronic keyboards (when available)

Major Assignments/Activities (required):

- Formally critique/discuss a musical composition presented aurally making use of the common musical vocabulary learned in this unit.
- Analyze a musical composition presented in written form and identify the musical elements contained in that composition.
- Create the outline of a musical composition. Indicate the form, harmonic structure and basic motives.

Unit: #5 Further Expansion of Harmonic Vocabulary	Recommended Duration: 5 Weeks
<p>Unit Description: This unit is intended to allow students to experience a broader understanding of functional harmony and to serve as a review for the AP Music Theory exam. Students will gain mastery in identifying secondary dominant chords in the analysis of music, part writing with secondary dominants, voice leading, modulation to closely related keys and small forms: simple binary, rounded binary, ternary, theme and variations. There will also be an extensive review for the AP Music Theory Exam. Ear Training topics will include: major key, chromatic pitches out of key, listening for outer voices, all triads, seventh chords, secondary dominants.</p>	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What is the importance of the artist’s balance of the technical aspect of music with the emotional/artistic element? • Does modern technology enhance or detract from the process of creating art? 	<ul style="list-style-type: none"> • Neither one of the aspects of technical knowledge and artistic inspiration exist in a vacuum, they are co-dependent on each other and as in any symbiotic relationship, need each other to exist. One without the other lacks integrity and the result is a shallow un- satisfying product. • Technology is a rapidly-evolving and powerful tool and the artist must learn to recognize that fact, but not be ruled by it. Just as the evolution of the formulating of metal alloys resulted in the construction of the modern piano and the advances in electronics resulted in the electric guitar, artists must realize that these technologies transcend the process of artistic creation.

Relevant Standards:	Learning Goals: The students will ...	Learning Objectives: The students will be able to ...
<p>Power (Primary):</p> <ul style="list-style-type: none"> VPA.1.1.12.B.2. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts. VPA.1.3.12.B.e. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generating programs. <p>Supportive (Secondary):</p> <ul style="list-style-type: none"> VPA.1.4.12.B.CS3. Art and art-making reflect and affect the role of technology in a global society. 	<ul style="list-style-type: none"> The students will be able to aurally discern small forms. The students will gain proficiency in incorporating musical elements learned in the previous units when improvising. The students will understand the concept of modulation as a functional means of creating contrast. 	<ul style="list-style-type: none"> Identify secondary dominant chords in analysis of music and incorporate V/V chords in part writing using traditional voice leading. Identify modulation to closely related keys. Identify and describe the following small forms: simple binary, rounded binary, ternary, theme and variations. Successfully complete review activities for AP Music Theory Exam. Demonstrate by singing the ability to identify chromatic pitches out of key. Demonstrate by dictation the ability to identify outer voices, all triads, seventh chords, secondary dominants.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Daily Sight Singing/Dictation • Daily Written Project • Music Work/Note Book • Listening Log • Peer critiquing 	<ul style="list-style-type: none"> • Terms Quiz • Mini-Composition Quiz • Written (note book) Reflection 	<ul style="list-style-type: none"> • Formal AP-style Dictation Test • Formal AP-Style Sight Singing Test • Formal AP-Style Theory Test 	<ul style="list-style-type: none"> • Formally critique/discuss a musical composition presented aurally making use of the common musical vocabulary learned in this unit. • Analyze a musical composition presented in written form and identify the musical elements contained in that composition. • Create the outline of a musical composition. Indicate the form, harmonic structure and basic motives.

Possible Assessment Modifications /Accommodations:

- Additional time to complete tasks/projects
- Performance vs. Written tasks/projects
- Multiple attempts

Instructional Strategies (Robert Marzano's 41 Elements):

- Scaffolding
- Modeling
- Chunking
- Direct Instruction
- Monitoring

Possible Instructional Modifications /Accommodations/Differentiation:

- Small Group vs. Individual work

Possible Instructional Modifications /Accommodations/Differentiation:

- Hands on activities
- Instructions/expectations given several ways (lecture/listening/written)

Unit Vocabulary:

Essential: harmonization, modulation, form (simple, binary, rounded, ternary, theme and variations).

Non-Essential: part writing

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>E/LA:</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages: 7.1NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>Social Studies: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needs to be active, informed citizens who value cultural diversity and promote cultural understanding by working collaboratively to address the</p>	<p>Technology:</p> <p>PowerPoint Presentations (both teacher and student created): Instructional/presentational</p> <p>YouTube, DVD, CD and 33rpm disc: musical examples.</p> <p>Electronic Keyboards: practice</p> <p>CANVAS: network</p> <p>Websites:</p> <p>Mslpscores (music)</p> <p>StaffPad (notation)</p> <p>Audacity (recording)</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
<p>challenges that are inherent in living in an interconnected world.</p> <p>Technology: 8.1.12.B.1. The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>World Languages: 7.1NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>World Languages: 7.1NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>21st Century Life and Careers: CRP12. Work productively in teams while using cultural global competence</p> <p>Library:</p>			

Resources:
Texts/Materials: <ul style="list-style-type: none"> • PowerPoint Introduction

Resources:

- Excerpts from *The Musician's Guide to Fundamentals* by Joel Phillips. Norton 2012
- Excerpts from *The Musician's Guide to Aural Skills* Second Edition by Joel Phillips. Norton 2010
- Excerpts from *Music for Sight Singing* Fifth Edition by Robert Ottman. Prentice Hall 2001
- Excerpts from AP Central AP Music Theory web site
- Teacher constructed exercises and examples
- Various recorded musical examples
- Music staff paper
- Piano/electronic keyboards (when available)

Major Assignments/Activities (required):

- Formally critique/discuss a musical composition presented aurally making use of the common musical vocabulary learned in this unit.
- Analyze a musical composition presented in written form and identify the musical elements contained in that composition.
- Create the outline of a musical composition. Indicate the form, harmonic structure and basic motives.

Unit: #6 Composition	Recommended Duration: 4 Weeks
<p>Unit Description: This unit is intended to give students experience using the concepts learned thus-far to create musical compositions. Musical concepts will be reviewed and expectations will be set. This unit will also examine the questions of developing an individual artistic style and the role of music in history.</p>	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How can one develop an artistic style or voice? • What is the role of music in society and how can it serve to impact that society? 	<ul style="list-style-type: none"> • The unique combination of experience, developed skills, originality, ambition, integrity and personal conviction all come together to form the identity of the artist. As in life, the artist must learn to make informed choices during the process of creating art. And just as in life, the total combination of the artist’s experience coupled with personal choices result in the singular voice. • History is full of examples of the prominent position of music in society. Throughout the ages we see European music of the 16th and 17th century uplifting the causes of the Christian church, the requiem of Verdi uplifting the cause the common man, Gilbert and Sullivan’s operettas pointing out the follies of the English class system, the music of Wagner supporting the ideals of Nazi Germany (although not willingly) and the musicals of Gershwin and Rogers and Hammerstein lamenting the torrid discriminatory practices of their time.

Relevant Standards:	Learning Goals: The students will ...	Learning Objectives: The students will be able to ...
<p>Power (Primary): VPA.1.3.12.B.4. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.</p> <p>Supportive (Secondary):</p> <ul style="list-style-type: none"> Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing and multi media arts for consumers, creators and performers around the world. 	<ul style="list-style-type: none"> Synthesize the basic musical concepts learned into the creation of a musical composition. Examine the role of music in society by linking music to major historical events. 	<ul style="list-style-type: none"> Compose and present a piece of music. This will be according to assignment guidelines and will incorporate basic musical concepts mastered throughout the preceding five units of study. The presentation may be performed live or recorded, although a score must be presented. Cite examples of music that influenced, heralded or supported a historical trend or event. Demonstrate by singing the ability to aurally recognize melodies containing chromatic tones. Demonstrate by dictation the ability to aurally recognize chromatic harmonies.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Daily Sight Singing/Dictation • Daily Written Project • Music Work/Note Book • Listening Log • Peer critiquing 	<ul style="list-style-type: none"> • Terms Quiz • Mini-Composition Quiz • Written (note book) Reflection 	<ul style="list-style-type: none"> • Formal AP-style Dictation Test • Formal AP-Style Sight Singing Test • Formal AP-Style Theory Test 	<ul style="list-style-type: none"> • Formally critique/discuss a musical composition presented aurally making use of the common musical vocabulary learned in this unit. • Analyze a musical composition presented in written form and identify the musical elements contained in that composition. • Using the outline of a musical composition created in the previous two units, complete the notation for and perform the composition. The performance may be live or recorded. The score must contain references to form, harmonic structure and basic motives. • Present a project citing the relationship between music and an historical trend/event.

Possible Assessment Modifications /Accommodations:

- Additional time to complete tasks/projects
- Performance vs. Written tasks/projects
- Multiple attempts

Instructional Strategies (Robert Marzano's 41 Elements):

- Scaffolding
- Modeling
- Chunking
- Direct Instruction
- Monitoring

Possible Instructional Modifications /Accommodations/Differentiation:

- Small Group vs. Individual work
- Hands on activities
- Instructions/expectations given several ways (lecture/listening/written)

Unit Vocabulary:

Essential: musical form

Non-Essential: opus

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
E/LA:	Technology: PowerPoint Presentations (both	__X__ Global Awareness	__X__ Creativity & Innovation

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<p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages: 7.1NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>Social Studies: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needs to be active, informed citizens who value cultural diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Technology: 8.1.12.B.1. The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>21st Century Life and Careers: CRP12. Work productively in teams while using cultural global competence</p>	<p>teacher and student created): Instructional/presentational</p> <p>YouTube, DVD, CD and 33rpm disc: musical examples.</p> <p>Electronic Keyboards: practice</p> <p>CANVAS: network</p> <p>Websites:</p> <p>Mslpscores (music)</p> <p>StaffPad (notation)</p> <p>Audacity (recording)</p>	<p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

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Library:			

Resources:

Texts/Materials:

- PowerPoint Introduction
- Excerpts from *The Musician's Guide to Fundamentals* by Joel Phillips. Norton 2012
- Excerpts from *The Musician's Guide to Aural Skills* Second Edition by Joel Phillips. Norton 2010
- Excerpts from *Music for Sight Singing* Fifth Edition by Robert Ottman. Prentice Hall 2001
- Excerpts from AP Central AP Music Theory web site
- Teacher constructed exercises and examples
- Various recorded musical examples
- Music staff paper
- Piano/electronic keyboards (when available)

Major Assignments/Activities (required):

- Formally critique/discuss a musical composition presented aurally making use of the common musical vocabulary learned in this unit.
- Analyze a musical composition presented in written form and identify the musical elements contained in that composition.
- Using the outline of a musical composition created in the previous two units, complete the notation for and perform the composition. The performance may be live or recorded. The score must contain references to form, harmonic
- Present a project citing the relationship between music and an historical trend/event.