

# Wallenpaupack Area School District Planned Course Curriculum Guide

## High School Fine Arts Dept.

### Music Theory

#### Course Description:

Students will be given a comprehensive background in music history, genres, styles, and composers. Students will also receive a comprehensive background in scales, keys, meter, rhythm, intervals, notation, melody, harmony and transposition.

**Initial Creation Date – n/a**

**Revision Date – September 27, 2023**

Wallenpaupack Area School District Curriculum	
<b>COURSE: Music Theory</b>	<b>GRADE/S: 9-12</b>
<b>UNIT 1: Marking Period 1</b>	<b>TIMEFRAME:</b> <ul style="list-style-type: none"> <li>• <b>One 84-minute block each day, for the first marking period (45 days total)</b></li> </ul>

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b></p> <p>9.1.12A</p> <p>9.1.12B</p> <p>9.1.12J</p> <p>9.2.12B</p> <p>9.2.12K</p> <p>9.3.12A</p> <p>9.3.12C</p>
<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <p>Students will be able to demonstrate an understanding of the elements of organized musical sound and silence.</p> <p>Students will be able to read music notation with accuracy in pitch and rhythm.</p> <p>Students will be able to organize sound and silence into performable works.</p> <p>Students will be able to trace the development of music through comparison of scales, modes, notation, style and historical contexts.</p> <p>Students will be able to determine keys through the utilization of scales.</p> <p>Students will be able to demonstrate interval relationships by keyboard and staff placement.</p> <p>Students will be able to analyze a 4-part chord progression using Roman numerals and figured bass.</p> <p>Students will be able to harmonize a given voice part within a 4-part texture, using Roman numerals and figured bass.</p> <p>Students will be able to demonstrate their skill in rhythmic dictation, melodic dictation, and sight-singing.</p>

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Each class meeting will typically include:

- Rhythm reading
- Rhythmic dictation
- Interval identification
- Melodic dictation
- Teacher presentation of new harmonic concept (note names, staves, clefs, accidentals, scales, key signatures, triads, cadences, chord progressions)
- Individual or group work to reinforce the concept
- Guided listening

**ASSESSMENTS:**

Formative assessment is constant, informal, and guides the design of future instruction.

Summative assessment will include:

- Note-naming quizzes
- Interval quizzes
- Key signature quizzes
- Transposition quizzes
- A midterm exam at the end of the first marking period

**DIFFERENTIATED INSTRUCTION:**

Remedial or advanced materials will be available for students who need them.

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

Teacher-created worksheets

Finale worksheets, generated by MakeMusic, Inc. (2009)

“Winning Rhythms” by Edward Ayola (Kjos Music, UPC #9780849759253)

**KEY VOCABULARY:**

Elements of music – melody, rhythm, harmony, form, texture, dynamics, tempo, timbre, affect

Melodic concepts – pitch, note, staff, treble clef, bass clef, grand staff, ledger line, accidentals

Rhythmic concepts – whole note/rest, half note/rest, quarter note/rest, eighth note/rest, sixteenth note/rest, dotted rhythms, ties, syncopation, time signatures

Harmonic concepts – interval, half/whole step, scale, key signature, major scales, natural minor scales, harmonic minor scales, triads, root position, inversions, seventh chords, part writing, vocal ranges, doubling, crossed voices, overlapping voices, contrary motion, oblique motion, parallel motion, similar motion, open and closed positions, cadences, authentic cadence, half cadence, plagal cadence, deceptive cadence

Form concepts – verse, chorus, Gregorian chant, ballad, madrigal, motet, suite, opera, toccata, fugue, canon, sonata, concerto, oratorio, string quartet, symphony, song cycle, nocturne, ballet

Textural concepts – monophonic, homophonic, polyphonic

Dynamic concepts – pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo, subito, sforzando

Tempo concepts – largo, andante, allegro, presto, molto, accelerando, rallentando, rubato

Timbre concepts – range, tessitura

Historical concepts – concert music, popular music, folk music, Ancient Times, Medieval Times, Renaissance, Baroque, Classical, Romantic, 20<sup>th</sup> century

Wallenpaupack Area School District Curriculum	
<b>COURSE: Music Theory</b>	<b>GRADE/S: 9-12</b>
<b>UNIT 1: Marking Period 2</b>	<b>TIMEFRAME:</b> <ul style="list-style-type: none"> <li>• <b>One 84-minute block each day, for the second marking period (45 days total)</b></li> </ul>

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b></p> <p>9.1.12A</p> <p>9.1.12B</p> <p>9.1.12J</p> <p>9.2.12B</p> <p>9.2.12K</p> <p>9.3.12A</p> <p>9.3.12C</p>
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- Individual or group work to reinforce the concept
- Guided listening

**ASSESSMENTS:**

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Summative assessment will include:

- Note-naming quizzes
- Interval quizzes
- Key signature quizzes
- Transposition quizzes
- A final exam at the end of the second marking period

**DIFFERENTIATED INSTRUCTION:**

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