

Curriculum Map: Music Theory

Course: MUSIC THRY Sub-topic: General

Grade(s): 10 to 12

Course Description: This course is designed as a high-school elective in which students explore further into the theory and history behind music. This is a full year course that meets every day for 45 minutes. This is seen as a pre-requisite for Advanced Placement Music Theory. The primary focus of this class is to allow students do further develop their music skills in performance, creating, responding, and connecting.

Course Textbooks, Workbooks, Materials Citations: Music in Theory and Practice, 10th Edition - Bruce Benward and Marilyn Saker - McGraw Hill Publishing - 2021

Unit: Unit #1 - Notation, Rhythm & Tonality

Timeline: Week 1 to 6

Unit Description: The goal of this unit is to enable students to build upon their musical knowledge and skills through the exploration and learning of the musical concepts of:

1. Musical Notation
2. Rhythms in Simple Meter
3. Major Key Signatures
4. Identification and Construction of Major Scales

Unit Essential Questions:

1. How is sound organized to compose and make music?
2. How can expression be shown in music?
3. How can a musician comprehend music?
4. How has the Renaissance affected music today?

Unit Big Ideas: [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

Unit Materials:

1. Teacher Created Notes and Handouts
2. Videos and Tutorials
3. Musical Scores
4. Staff Paper
5. Piano Keyboard
6. Classroom Instruments

Unit Assignments: Worksheets to practice/reinforce concepts
Formative Assessments – Test/Quizzes
Sight-Singing Exams
Rhythm Proficiencies
Rhythm Composition
Renaissance Instrument Presentation
Quarterly student reflection

Unit Key Terminology & Definitions : Staff - Grand Staff - Ledger Line - Clef(Treble, Bass) - Pitch
Accidentals(sharp, flat, natural) - Enharmonic Equivalents - Dynamics - Tempo

Meter - Rhythm - Time Signatures - Key Signatures - Major Scale - Tetrachord

Chromatic Scale - Whole Step - Half Step

STANDARDS: STANDARDS

National: NAFME - Composition/Theory - Music (2014)

[MU:Cn10.0.Ia](#)
(Advanced)

Proficient: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

[MU:Cn11.0.IIa](#)
(Advanced)

Accomplished: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

[MU:Cr1.1.C.Ia](#)
(Advanced)

Proficient: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

[MU:Pr4.2.C.Ia](#)
(Advanced)

Proficient: Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.

[MU:Pr4.3.C.Ia](#)
(Advanced)

Proficient: Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.

[MU:Pr5.1.C.Iic](#)
(Advanced)

Accomplished: Identify and implement strategies for improving the technical and expressive aspects of varied works.

[MU:Re7.1.C.Ia](#)
(Advanced)

Proficient: Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.

[MU:Re7.2.C.Ia](#)
(Advanced)

Proficient: Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

[MU:Re8.1.C.Ia](#)
(Advanced)

Proficient: Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

[MU:Re9.1.C.Ia](#)
(Advanced)

Proficient: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

[MU:Re9.1.C.IIa](#)
(Advanced)

Accomplished: Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.

Topic: Music Notation

Topic: Rhythms #1

Topic: Major Key Signatures

Topic: Major Scales

Unit: Unit #2 - Intervals, Form, Rhythms & History

Timeline: Week 7 to 12

Unit

Description: The goal of this unit is to enable students to build upon their musical knowledge and skills through the exploration and learning of the musical concepts of:

1. Intervals
2. Musical Form & Structure
3. Rhythms in Compound Meter

4. Baroque Period

Unit Essential Questions: How are the elements of music shared through notation?

How do people use both traditional and contemporary technologies to create and perform music?

What decisions do musicians make to influence the way people experience their work?

Unit Big Ideas: [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

[People have expressed experiences and ideas through the arts throughout time and across cultures.](#)

[Artists use tools and resources as well as their own experiences and skills to create art.](#)

Unit Materials:

1. Teacher Created Notes and Handouts
2. Videos and Tutorials
3. Musical Scores
4. Staff Paper
5. Piano Keyboard
6. Classroom Instruments

Unit Assignments:

1. Interval Worksheet, Quiz & Test
2. Rhythm Proficiencies, Worksheet & Quiz
3. Musical Form Worksheet, Quiz & Project
4. Baroque Period Worksheet, Quiz & Test

Unit Key Terminology & Definitions :

Interval - Harmonic Interval - Melodic Interval - Major Interval

Perfect Interval - Diatonic - Form - Musical Materials - Phrase - Verse - Refrain

Intro - Outro - Bridge - Binary Form - Ternary Form - Rondo Form - Strophic

Theme & variation - Compound Meter - Syncopation - Dots - Ties

Baroque Period - Monody - basso continuo - Opera - Aria - Recitative

Oratorio - Cantata - Sonata - Concerto Grosso

Topic: Intervals Intro

Topic: Musical Form & Structure

Topic: Baroque Period

Topic: Rhythms #2

Unit: Unit #3 - Minor Tonality, Intervals#2, Rhythms & Analysis

Timeline: Week 13 to 18

Unit Description: The goal of this unit is to enable students to build upon their musical knowledge and skills through the exploration and learning of the musical concepts of:

1. Intervals(minor, diminished & augmented)

2. Minor Key Signatures
3. Rhythm Reading & Counting of Sixteenth Note Combinations
4. Recital Piece Analysis Intro

Unit Essential Questions: Why is it important to be able to create, recreate and perform music independently?

How do musicians compare their work to the work of others?

What decisions do musicians make to influence the way people experience their work?

Unit Big Ideas: [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

[There are formal and informal processes used to assess the quality of works in the arts.](#)

[People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](#)

Unit Materials: 1. Teacher Created Notes and Handouts

2. Videos and Tutorials

3. Musical Scores

4. Staff Paper

5. Piano Keyboard

6. Classroom Instruments

Unit Assignments: 1. Interval Worksheet & Quiz

2. Rhythm Proficiencies, Worksheet & Quiz

3. Recital Piece Analysis Assignment

4. Unit #3 Test

Unit Key Terminology & Definitions : Minor - Diminished - Augmented - Relative Minor - Relative Major

Sixteenth Note - Sixteenth Rest - Analysis

Topic: Intervals(minor, dim.,Aug.)

Topic: Minor Key Signatures

Topic: Rhythms #3

Topic: Recital Analysis Intro

Unit: Unit #4 - Meter, History & Minor Scales

Timeline: Week 19 to 24

Unit Description: The goal of this unit is to enable students to build upon their musical knowledge and skills through the exploration and learning of the musical concepts of:

1. Meter & Meter Terminology

2. Classical Period

3. Minor Scales

Unit Essential Questions: How are the elements of music shared through notation?

Why are there similarities in works in dance, music, theatre and visual arts from the same culture and time period?

Unit Big Ideas: [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

[People have expressed experiences and ideas through the arts throughout time and across cultures.](#)

Unit Materials: 1. Teacher Created Notes and Handouts

2. Videos and Tutorials

3. Musical Scores

4. Staff Paper

5. Piano Keyboard

6. Classroom Instruments

Unit Assignments:

1. Meter Terminology Worksheet, Quiz & Test

2. Rhythm Proficiencies

3. Classical Period Worksheet, Project & Test

4. Minor Scale Worksheet, Quiz & Test

Unit Key Terminology & Definitions :

Meter - Time Signature - Simple Meter - Compound Meter - Complex Meter

Duple - Triple - Quadruple - Homophonic - Symphony - Concerto - Sonata

String Quartet - Sonata Form - Natural Minor - Harmonic Minor - Melodic Minor

Leading Tone - SubTonic

Topic: Meter Terminology

Topic: Classical Period

Topic: Minor Scales

Unit: Unit #5 - Triads & Roman Numeral Analysis

Timeline: Week 25 to 31

Unit Description:

The goal of this unit is to enable students to build upon their musical knowledge and skills through the exploration and learning of the musical concepts of:

1. Triads(Major, Minor, Augmented & Diminished)

2. Roman Numeral Analysis

3. Four Part Writing & Arranging

Unit Essential Questions:

Why is it important to be able to create, recreate and perform music independently?

How are the elements of music shared through notation?

Unit Big Ideas: [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

[Artists use tools and resources as well as their own experiences and skills to create art.](#)

Unit Materials: 1. Teacher Created Notes and Handouts

2. Videos and Tutorials

3. Musical Scores

4. Staff Paper

5. Piano Keyboard

6. Classroom Instruments

Unit Assignments:

1. Triads Worksheet, Quiz & Test

2. Roman Numeral Analysis Worksheet & Quiz

3. Choral Analysis Assignments

4. Four Part Arranging Worksheets, Project & Test

Unit Key Terminology & Definitions :

Triad - Chord - Root - Major - Minor - Augmented - Diminished - Tonic

Supertonic - Mediant - Subdominant - Dominant - Submediant - Leading Tone

Chord Progressions - Chord Qualities - Scale Degrees - Inversions

Figured Bass - Open Spacing - Close Spacing - Contrary Motion

Oblique Motion - Soprano - Alto - Tenor - Bass

Topic: Triads #1(Major & minor)

Topic: Triads #2(Augmented & diminished)

Topic: Roman Numeral Analysis

Topic: 4 Part Writing & Arranging

Unit: Unit #6 - Recital Prep & Analysis & History

Timeline: Week 32 to 36

Unit

Description: The goal of this unit is to enable students to build upon their musical knowledge and skills

through the exploration and learning of the musical concepts of:

1. Musical Score Analysis

2. Preparation, Rehearsal & Performance Skills

3. History of Musical Theater

Unit Essential Questions:

Why is it important to be able to create, recreate and perform music independently?

How do people use both traditional and contemporary technologies to create and perform music?

Why are there similarities in works in dance, music, theatre and visual arts from the same culture and time period?

What decisions do musicians make to influence the way people experience their work?

Unit Big Ideas: How are the elements of music shared through notation?

[Artists use tools and resources as well as their own experiences and skills to create art.](#)

[People have expressed experiences and ideas through the arts throughout time and across cultures.](#)

[People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](#)

Unit Materials: 1. Teacher Created Notes and Handouts

2. Videos and Tutorials

3. Musical Scores

4. Staff Paper

5. Piano Keyboard

6. Classroom Instruments

7. Student Instruments

**Unit
Assignments:**

1. Recital Song Analysis Assignment

2. Recital Song Performance

3. Musical Theater Worksheet, Quiz & Test

**Unit Key
Terminology &
Definitions :**

Recital - Repertoire - Dress Rehearsal - Musical Theater - Dialogue - Plot

Book(Libretto) - Acts - Scenes - Scenery - Props - Operetta - Minstrel Show

Vaudeville - Topical - Lyrics - Director - Choreographer - Ballad

Topic: Recital Prep & Analysis

Topic: Musical Theater

Unit:

This Curriculum Map Unit has no Topics to display