

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

MUSIC THEORY I

GRADES 10 - 12

Date of Board Approval: **November 17, 2011**

PLANNED INSTRUCTION COVER PAGE

Title of Course: Music Theory I Subject Area: Music Grade Level: 10 -12

Course Length: (Semester/Year): Year Duration: 50 Minutes Frequency: 5 days per week

Prerequisites: None Credit: 1 Level: Beginning

Course Description/Objectives: Course Description/Objectives: The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of music can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical response and aesthetic response.

Major Text(s)/Resources: *Harmonic Materials in Tonal Music – A Programed Course* by Paul O. Harder
published by Allyn and Bacon, Inc.

Curriculum Writing Committee:

Cheryl Parsons

Strand: 9.1 Production, Performance & Exhibition of Music		Subject Area: Music Theory I	Grades: 10-12
PA Academic Standards	Performance Indicators	Assessments	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Identify notes and corresponding rests by name and durational value within a given meter signature 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Explain commonly used simple, compound, and irregular meter signatures and associate each with typical rhythms appropriate to that meter. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Demonstrate and explain the basic conducting patterns for duple, triple, and quadruple meter. Classify listening selections as duple, triple, or quadruple, and simple or compound by applying the correct conducting pattern. 	<ul style="list-style-type: none"> Classroom activities Homework assignments Listening examples Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Identify, explain, compose, and perform rhythms containing dotted notes, ties, quarter beat subdivisions, and syncopation. 	<ul style="list-style-type: none"> Classroom activities & group projects Worksheets Homework assignments Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Number rhythms to show an understanding of the main beats and their subdivisions. Clap rhythms while counting aloud. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Written and small group testing 	

Strand: 9.1 Production, Performance & Exhibition of Music		Subject Area: Music Theory I	Grades: 10-12
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A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Read letter names of notes fluently in treble and bass clefs, including notes up to three ledger lines above and below each staff. 	<ul style="list-style-type: none"> Classroom activities Homework assignments Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Identify all accidentals and explain the effect each has on a given pitch. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Identify and notate enharmonic equivalents. 	<ul style="list-style-type: none"> Classroom activities Homework assignments Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Identify the number of half steps separating pitches on adjacent staff lines and spaces, including those that employ accidentals. 	<ul style="list-style-type: none"> Classroom activities Homework assignments Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Identify the following scales and explain the step pattern of each: chromatic, whole tone, pentatonic, major, minor (natural, harmonic, and melodic), and the seven modes (Ionian through Locrian.) 	<ul style="list-style-type: none"> Keyboard lab activities Homework assignments Written tests/quizzes 	

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A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Identify and notate all major and minor key signatures in both treble and bass clefs. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Explain and give examples of relative and parallel key relationships. Compose a melody in major and rewrite it in the parallel and relative minor keys 	<ul style="list-style-type: none"> Classroom activities Keyboard lab activities Worksheets Homework assignments Projects 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Label scales and melodies with appropriate solfège syllables. 	<ul style="list-style-type: none"> Classroom activities Homework assignments Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Notate and/or identify ascending, descending and harmonic intervals in isolated form or in the context of a key. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Identify the scale degree of any given diatonic note within any major or minor key. 	<ul style="list-style-type: none"> Classroom discussions Worksheets Homework assignments Tests/quizzes 	

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A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Identify and show interval structure for major, minor, augmented, and diminished triads in root position and in both inversions. 	<ul style="list-style-type: none"> Worksheets Homework assignments Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Label diatonic triads within any major or minor key with appropriate scale degree name and Roman numeral. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Identify doubled notes in four part harmony. Identify and notate triads in four part harmony in open and close structure with root, third, or fifth doubled. 	<ul style="list-style-type: none"> Classroom activities Listening examples Worksheets Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Identify and notate the primary triads and their associated secondary triads in any given key. 	<ul style="list-style-type: none"> Classroom activities Keyboard lab activities Worksheets Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Harmonize a melody in any major or minor key with appropriate primary triads and also with both primary and secondary triads. Compare both examples above. 	<ul style="list-style-type: none"> Classroom discussions Keyboard lab activities Worksheets Tests/quizzes 	

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A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Define and label examples of parallel, similar, contrary, and oblique motion. 	<ul style="list-style-type: none"> Listening examples Keyboard lab activities Worksheets Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Harmonize a diatonic melody according to the rules of traditional four part harmony using correct ranges, doubling, spacing, and appropriate voice leading to avoid crossed voices or inappropriate use of the Tritone and Augmented 2nd. 	<ul style="list-style-type: none"> Keyboard lab activities Classroom activities Worksheets Tests/quizzes Composition project 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Explain the characteristics of the following larger forms of musical compositions: symphony, concerto, concerto grosso, dance suite, motet, opera, aria, recitative, cantata, oratorio, symphonic tone poem. 	<ul style="list-style-type: none"> Classroom discussions Listening examples Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Compose melodies and rhythms that demonstrate effective repetition, contrast and phrase structure. 	<ul style="list-style-type: none"> Individual Projects 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Compose a 24 – 32 measure melody following a definite form and harmonize it using the procedures for correct traditional four part harmony. 	<ul style="list-style-type: none"> Individual Projects 	

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B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and review original works in the arts.	<ul style="list-style-type: none"> Sing chromatic, whole tone, major, natural minor, harmonic minor, and melodic minor scales using solfège syllables. 	<ul style="list-style-type: none"> Small group activities Individual testing 	
B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and review original works in the arts.	<ul style="list-style-type: none"> Sing half and whole step patterns above and below DO using solfège syllables. 	<ul style="list-style-type: none"> Classroom activities Small group activities Individual testing 	
B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and review original works in the arts.	<ul style="list-style-type: none"> Sightsing diatonic major and minor melodies using solfège syllables. 	<ul style="list-style-type: none"> Classroom activities Small group activities Individual testing 	
B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and review original works in the arts.	<ul style="list-style-type: none"> Sing major, minor, augmented, and diminished triads using solfège syllables. 	<ul style="list-style-type: none"> Classroom activities Small group activities Individual testing 	
B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and review original works in the arts.	<ul style="list-style-type: none"> Locate on the keyboard any named pitch, including sharped, flatted, double sharped or double flatted pitches. 	<ul style="list-style-type: none"> Keyboard lab activities Individual testing 	

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B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and review original works in the arts.	<ul style="list-style-type: none"> Play two octave chromatic and whole tone scales at the keyboard using correct fingering. 	<ul style="list-style-type: none"> Keyboard lab activities Individual testing 	
B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and review original works in the arts.	<ul style="list-style-type: none"> Play any requested major scale using tetrachord fingering. 	<ul style="list-style-type: none"> Keyboard lab activities Small group activities Individual testing 	
B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and review original works in the arts.	<ul style="list-style-type: none"> Play any requested minor scale in any one of the three forms using tetrachord fingering. 	<ul style="list-style-type: none"> Keyboard lab activities Small group activities Individual testing 	
B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and review original works in the arts.	<ul style="list-style-type: none"> Play all four types of triads from a given root or scale degree name in a given key. 	<ul style="list-style-type: none"> Keyboard lab activities Small group activities Individual testing 	
B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and review original works in the arts.	<ul style="list-style-type: none"> Play the following chord progression in any key requested: I – IV (2nd inversion) – I – V7 (1st inversion) - I or i – iv – i – V7 – I in. 	<ul style="list-style-type: none"> Keyboard lab activities Individual testing 	

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B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and review original works in the arts.	<ul style="list-style-type: none"> • Notate all dotted and undotted notes and rests using correct size, shape, spacing, stem length, and staff placement. 	<ul style="list-style-type: none"> • Classroom activities • Worksheets • Homework assignments • Tests/quizzes 	
B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and review original works in the arts.	<ul style="list-style-type: none"> • Notate treble and bass clefs, meter and key signatures, and all accidentals with correct size shape and staff placement. 	<ul style="list-style-type: none"> • Classroom activities • Worksheets • Homework assignments • Tests/quizzes 	
B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and review original works in the arts.	<ul style="list-style-type: none"> • Notate rhythms containing of eighth and sixteenth notes, demonstrating the ability to beam the notes correctly to clearly display the beat. 	<ul style="list-style-type: none"> • Classroom activities • Worksheets • Homework assignments • Tests/quizzes 	
B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and review original works in the arts.	<ul style="list-style-type: none"> • Notate melodies consisting of a variety of rhythms using correct spacing within the measure. 	<ul style="list-style-type: none"> • Classroom activities • Worksheets • Homework assignments • Tests/quizzes 	

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B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and review original works in the arts.	<ul style="list-style-type: none"> • Notate two part exercises using correct rhythmic alignment of notes and appropriate stem direction and stem length. 	<ul style="list-style-type: none"> • Classroom activities • Worksheets • Homework assignments • Tests/quizzes 	
B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and review original works in the arts.	<ul style="list-style-type: none"> • Notate exercises in traditional four part harmony using appropriate voice distribution on the grand staff , appropriate stem direction, and correct vertical alignment. 	<ul style="list-style-type: none"> • Classroom activities • Worksheets • Homework assignments • Tests/quizzes 	
C. Integrate and apply an advanced vocabulary to the arts forms.	<ul style="list-style-type: none"> • Describe recorded listening examples using advanced vocabulary for texture, form, expressive elements, compositional techniques, and performance techniques specific to individual instruments, voices, and/or styles/genres of music. 	<ul style="list-style-type: none"> • Classroom discussion • Listening tests. 	

Strand: 9.2 Historical and Cultural Context		Subject Area: Music Theory I	Grades: 10-12
PA Academic Standards	Performance Indicators	Assessments	
C. Relate works in the arts to varying styles and genres and to the periods in which they were created.	<ul style="list-style-type: none"> Classify recorded listening examples of major works according to the historical style period in which each was composed and identifying salient features of the time period exemplified in the music. 	<ul style="list-style-type: none"> Classroom listening activities Classroom discussions Listening Tests/quizzes 	
C. Relate works in the arts to varying styles and genres and to the periods in which they were created.	<ul style="list-style-type: none"> Associate major composers with the appropriate historical period that they represent and describe characteristics of their compositions that represent that time period. 	<ul style="list-style-type: none"> Classroom listening activities Classroom discussions Listening Tests/quizzes 	

Strand: 9.3 Critical Response		Subject Area: Music Theory I	Grades: 10-12
PA Academic Standards	Performance Indicators	Assessments	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Identify duple, triple, or quadruple meter by listening. Identify simple, compound, or irregular meter by listening. 	<ul style="list-style-type: none"> Classroom activities Computer lab activities Listening tests/quizzes 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Identify common rhythm patterns by listening. Take up to four measures of rhythmic dictation, including rhythms with sixteenth note patterns, ties, and syncopation. 	<ul style="list-style-type: none"> Classroom activities Computer lab activities Listening tests/quizzes 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Identify and notate all simple intervals played either harmonically or melodically. 	<ul style="list-style-type: none"> Classroom activities Listening lab activities. Dictation tests. 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Recall melodic listening examples of various lengths, keys, meters, and rhythms. 	<ul style="list-style-type: none"> Classroom listening/dictation activities Computer lab listening activities Dictation tests/quizzes 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Identify and notate half and whole step patterns by listening. Identify and notate scales by listening. Identify and notate common 3 or 4 note melodic patterns by listening. 	<ul style="list-style-type: none"> Classroom listening/dictation activities Computer lab listening activities Dictation tests/quizzes 	

Strand: 9.3 Critical Response		Subject Area: Music Theory I	Grades: 10-12
PA Academic Standards	Performance Indicators	Assessments	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Analyze chords played on the piano for quality and notate them when given the root. 	<ul style="list-style-type: none"> Classroom listening/dictation activities Computer lab listening activities Dictation tests/quizzes 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Analyze written melodies to determine the tonality: major or minor. 	<ul style="list-style-type: none"> Classroom activities Tests/quizzes 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Analyze melodies for phrase lengths and the use of repetition and contrast. Label phrases with letters to show this. 	<ul style="list-style-type: none"> Classroom activities Projects and tests 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Analyze music both written and heard and identify the appropriate form. 	<ul style="list-style-type: none"> Classroom listening activities Projects 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Analyze exercises in four part harmony and label with appropriate Roman numerals and figured bass symbols. Identify errors in four part writing and correct them. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Written tests 	

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)