CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

MUSIC THEORY II

GRADERS 11 - 12

Date of Board Approval: February 19, 2009
Title of Course: _Music Theory II_________  Subject Area: Music_____________  Grade Level: __11-12________

Course Length: (Semester/Year): __Year___  Duration: _50 Minutes_________  Frequency: _4 days per week_

Prerequisites: _Music Theory I; Approval of the instructor___  Credit: ___1_________  Level: __Advanced________

**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:**  None

**Curriculum Writing Committee:**

David Rohrer
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<tr>
<th>Strand: 9.1 Production, Performance &amp; Exhibition of Music</th>
<th>Subject Area: Music Theory II</th>
<th>Grade: 11-12</th>
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<tr>
<td>PA Academic Standards</td>
<td>Performance Indicators</td>
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</table>
| 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. | ● Classify given triads as major, minor, diminished, or augmented and as wither root position, first inversion, or inversion. | ● 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. | ● Harmonize, in four parts, a given chord progression using the rules of traditional four-part harmony and appropriate voice ranges. | ● 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. | ● Compose a melody in a major or minor key applying the principles of variety, rhythmic interest, and phrase structure (antecedent/consequent). | ● 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. | ● Harmonize a melody with diatonic chords and/or block chords.  
● Form dominant 7th chords in all major keys and in all inversions. | ● 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. | ● Resolve dominant 7th chord progressions using the resolution rules for dominant 7th chords. | ● Classroom 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. | • Harmonize a given chord progression that includes dominant 7th chords. | • 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. | • Create a chord progression that includes dominant 7th chord usage and harmonize in four parts using the rules of four-part harmony. | • 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. | • Understand the use of the vii chord (leading tone triad) in four-part traditional harmony. | • 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. | • Identify the following non-harmonic tones in four-part writing examples: passing tone, neighbor tone, changing tone, anticipation, escape tone, appoggiatura, suspension, pedal point. | • 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. | • Create four-part harmonic examples and include the non-harmonic tones listed above. | • Classroom 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. | ● Explain and define the different types of cadences including authentic, plagal, deceptive, and half. | ● 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. | ● Compose four-part harmonic examples using authentic, plagal, deceptive, and half cadences. | ● 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. | ● Explain differences in four-part major and minor harmonizations.  
 ● Harmonize, in four parts, a given chord progression in various minor keys. | ● Classroom discussions  
 ● Listening examples  
 ● 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. | ● Compose a four-part harmonization in various minor keys.  
 ● Explain modulation and the stops used to achieve this in musical composition. | ● Classroom discussions  
 ● Listening examples  
 ● 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. | ● Compose four-part harmonization’s demonstrating modulation to a new key and include non-harmonic tones. | ● Classroom discussions  
 ● Listening examples  
 ● 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. | ● Explain secondary dominant chords and their usage in four-part harmony.  
● Construct secondary dominant chords in given keys and on various chords. | ● Classroom discussions  
● Listening examples  
● 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. | ● Compose four-part compositions demonstrating the use of secondary dominant chords in major and minor keys. | ● Classroom discussions  
● Listening examples  
● 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. | ● Explain form in music and describe two-part (binary), three-part (ternary), theme and variations, and rondo forms. | ● Classroom discussions  
● 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. | ● Compose melodic lines and four-part harmonizations in binary, ternary, theme and variations, and rondo forms. | ● Classroom discussions  
● 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. | ● Explain how 9th, 11th, and 13th chords are formed and resolved.  
● Build 9th, 11th, and 13th chords on given chord progressions and resolve the chords. | ● Classroom discussions  
● Classroom 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. | ● Explain how the Neapolitan Sixth Chord is formed and how it is used in four-part writing. | ● Classroom discussions  
● Classroom 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. | ● Create four-part harmonization’s using given chord progressions including the Neapolitan Sixth Chord. | ● Classroom discussions  
● Classroom 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. | ● Know and understand the range limitations, technical abilities and limitations, tone qualities and sonorities, and dynamic ranges or all wind instruments. | ● Classroom discussions  
● Classroom demonstrations  
● Worksheets  
● Individual compositions  
● 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. | ● Transpose piano music for wind instruments.  
● Orchestrate a given four-part chorale for a woodwind and brass ensemble. | ● Classroom discussions  
● Classroom demonstrations  
● Worksheets  
● Individual compositions  
● 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. | ● Using given parameters, create a four-part composition using four different wind instruments. | ● Classroom discussions  
● Classroom demonstrations  
● Worksheets  
● Individual compositions  
● Tests/quizzes |
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| A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities. | ● Analyze simple four-part harmonic examples (without non-harmonic tones) indicating the key and chord structure. | ● Classroom activities  
● Worksheets  
● Homework assignments  
● Tests/quizzes |
| A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities. | ● Analyze the structure the melodies of various composers.  
● Compare the contrast melodic examples from composers of different historical periods. | ● Classroom discussions  
● Classroom listening activities  
● Worksheets  
● Tests/quizzes |
| A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities. | ● Analyze four-part harmonic examples for chord structure and non-harmonic tones. | ● Classroom activities  
● Worksheets  
● Homework assignments  
● Tests/quizzes |
| A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities. | ● Analyze given chord progressions for dominant 7th chords usage. | ● Classroom activities  
● Worksheets  
● Homework assignments  
● Tests/quizzes |
| A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities. | ● Using given parameters, create a four-part composition using four different wind instruments. | ● Classroom discussions  
● Classroom demonstrations  
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| A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities. | ● Analyze simple four-part harmonic examples and identify all non-harmonic tones by name. | ● Classroom activities  
● Worksheets  
● Homework assignments  
● Tests/quizzes |
| A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities. | ● Analyze four-part harmonies and identify the key, chord names, non-harmonic tones, cadences, and modulation points. | ● Classroom activities  
● Worksheets  
● Homework assignments  
● Tests/quizzes |
| A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities. | ● Analyze four-part harmonies and identify secondary dominant chords, key, chord names, non-harmonic tones, cadences, and modulations. | ● Classroom activities  
● Worksheets  
● Homework assignments  
● Tests/quizzes |
| A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities. | ● Analyze the form of selected musical examples.  
● Analyze four-part harmonies and identify 9th, 11th, and 13th chords. | ● Classroom activities  
● Worksheets  
● Homework assignments  
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<td>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</td>
<td>Identify listening examples of intervals as major, minor, or perfect.</td>
<td>Classroom activities</td>
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<td>Tests/quizzes</td>
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<td>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</td>
<td>Identify listening examples of triads and chords as major, minor, diminished, or augmented.</td>
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<td>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</td>
<td>Identify listening examples of chords as major, minor, diminished, or augmented and identify the inversion.</td>
<td>Classroom activities</td>
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<td>Worksheets</td>
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<tr>
<td>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</td>
<td>Identify listening examples of dominant 7th chords. Identify the antecedent and consequence in melodic listening examples.</td>
<td>Classroom activities</td>
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<td>Computer lab activities</td>
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<td>Listening tests/quizzes</td>
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<td>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</td>
<td>Identify non-harmonic tones in various listening examples. Identify cadences in various listening examples.</td>
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<td>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</td>
<td>• Identify modulations in various listening examples.</td>
<td>• Classroom activities</td>
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<td>• Identify the form of the composition in various listening examples.</td>
<td>• Computer lab activities</td>
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<td>• Listening tests/quizzes</td>
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<td>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</td>
<td>• Identify listening examples as 9th, 11th, 13th, non-dominant 7th, diminished 7th, half-diminished 7th, or N6 chords.</td>
<td>• Classroom activities</td>
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<td>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</td>
<td>• Perform sight-reading examples in various keys, meters, and with rhythms including sixteenth note patterns.</td>
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<td>• Sight-singing tests/quizzes</td>
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<td>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</td>
<td>• Recall melodic listening examples of various lengths, keys, meters, and rhythms.</td>
<td>• Classroom listening/dictation activities</td>
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<td>• Computer lab listening activities</td>
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<td>• Dictation tests/quizzes</td>
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<td>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</td>
<td>• Recall rhythmic listening examples of various lengths using rhythms up to and including sixteenth note patterns.</td>
<td>• Classroom listening/dictation activities</td>
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<td>• Computer lab listening activities</td>
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| C. Apply systems of classification for interpreting works in the arts and forming a critical response. | • Perform scales, triads, chords, melodies, and simple for-part harmonizations on the piano/electronic keyboard. | • Classroom activities  
• Individual playing tests  
• Teacher observation |
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)