

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH HIGH SCHOOL

MUSIC CURRICULUM

MUSIC THEORY I

AUGUST 2019

Music Theory I

Grades 9-12

Course Overview

This semester-long elective class for students in any grade level is an introduction into the fundamentals of music, music performance, and music writing. The class meets every day for approximately 50 minutes for two marking periods, culminating with a final exam at the end of the second consecutive marking period. There are no prerequisites for this course, and students do not need any prior musical knowledge in order to be successful. Content areas include introductions to the mechanics of music (pitch names, meters, and writing skills), history, major and minor key signatures and scales, harmony (intervals and chords), listening, ear training, and musical analysis. There are three distinct areas of music theory: aural (listening), performance (sight-singing), and written work, in which all students are expected to actively participate.

Students interested in music at a fundamental level and students interested in music-related careers are encouraged to enroll in this course.

This 2.5 credit semester course helps fulfill the state graduation requirements for “at least 5 credits in Visual and Performing Arts.”

The curriculum is aligned to the New Jersey Core Curriculum Content Standards and the National Core Arts Standards for the Visual and Performing Arts.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

2019 HTPS Performing Arts Curriculum Map – Music Theory I

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Written Music Theory	35 minutes per class	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.1.12.B.1 Examine how aspects of</p>	<p>How are the elements of music used to create a musical work?</p> <p>Why is it important for all the elements of music to be present when composing a musical work?</p> <p>How has the change in music notation impacted the creation of music over time?</p> <p>Why is the use of ledger lines necessary for musical fluency?</p> <p>How can music notation impact a musician's ability to read music fluently?</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling, and the commemoration of a person or event.</p> <p>Knowledge of the symbolic notational system used for performing and writing music is essential for lifelong understanding and appreciation of music on a deeper level.</p> <p>Understanding of the role, development, and influence of music</p>	<p>Write music notation with clear manuscript penmanship.</p> <p>Identify and notate notes properly on a staff.</p> <p>Differentiate among treble, C, and bass clefs.</p> <p>Identify and create on manuscript paper the treble clef.</p> <p>Identify and create on manuscript paper the bass clef.</p> <p>Identify and create on manuscript paper the C clef.</p> <p>Identify differences in note duration and how that applies to music notation.</p>	<p>Class discussion in which students are able to explore the elements of music guided by essential questions.</p> <p>In-class evaluation of student understandings.</p> <p>Identification and duplication of basic music notation evaluated by the teacher.</p> <p>Identification and duplication of musical symbols, including but not limited to treble clef, bass clef, C clef, staff, grand staff, and ledger lines, evaluated by the teacher.</p> <p>Identification and duplication of notes on a staff and grand staff, in treble and bass clefs, evaluated by the teacher.</p>	<p>Literacy Integration: L.9-10.1. & L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. & L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.5. & L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.6. & L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate</p>	<p>9.1 Content Statement - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1 Content Statement - Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.41 Evaluate organizational policies and procedures that contribute to continuous improvement in</p>

		<p>meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p>		<p>throughout history increases appreciation of the art form.</p> <p>Human understanding and communication are enhanced through music.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one's own expression and those of others.</p> <p>The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Technology impacts the creation and performance of music.</p> <p>Career insights are gained through the integration of knowledge and ideas from</p>	<p>Properly handwrite music notes focusing on placement in the staff, as well as notehead, stem, flag, and beam placement</p> <p>Identify middle C and other octave Cs, both on a grand staff and on a piano using C1, C2, C3, C4, C5, C6, C7, and C8 indicators.</p> <p>Construct a major scale using half and whole steps.</p> <p>Construct a minor scale using half and whole steps.</p> <p>Identify by sight and write all 15 key signatures in both treble and bass clefs.</p> <p>Read and use in notational example all accidentals and enharmonic equivalents.</p> <p>Read and use in notation all major</p>	<p>In-class evaluation of student understandings.</p>	<p>independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>performance and compliance.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway.</p> <p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p> <p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p>
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				<p>readings, observations, discussions, and hands-on work.</p> <p>Music expresses and inspires creativity.</p> <p>Music is present and purposeful in every culture.</p>	<p>and minor key signatures using the Circle of Fifths.</p> <p>Identify scale degree names (tonic, supertonic, mediant, subdominant, dominant, submediant, and leading tone/subtonic).</p> <p>Read and notate all meter signatures in simple duple, simple triple, simple quadruple, and simple asymmetrical from 16th note through whole note beat divisions.</p> <p>Read, identify, and notate all major, minor, perfect, augmented, and diminished intervals and inversions.</p> <p>Read and notate all major, minor, augmented, and</p>		<p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>W.9-10.1. & W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2. & W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.3. & W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique,</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p>
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					diminished triads and inversions.		<p>well-chosen details, and well-structured event sequences.</p> <p>W.9-10.4. & W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5. & W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6. & W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information</p>	<p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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							<p>flexibly and dynamically.</p> <p>W.9-10.8. & W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-10.9. & W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.9-10.6. & SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.9-10.1. & SL.11-12.1. Initiate and participate effectively in a range of</p>	
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							<p>collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>Health & Phys Ed Integration: 2.5.12.B.2. Apply a variety of mental strategies to improve performance.</p> <p>2.2.12.C.2. Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.</p> <p>2.2.12.A.2. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</p> <p>2.4.12.A.3. Analyze how personal independence, past experience, and social responsibility influence the choice of friends in</p>	
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							<p>high school and young adulthood.</p> <p>2.4.12.A.6. Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.</p> <p>World Language Integration: 7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p> <p>Technology Integration: 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.</p> <p>8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and</p>	
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							<p>recognize them as resources for lifelong learning.</p> <p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p> <p>8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.</p>	
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2019 HTPS Performing Arts Curriculum Map – Music Theory I

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
History, Culture, and Listening	30 minutes per week	<p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music</p>	<p>How does culture shape the sound of music?</p> <p>In what ways have technological advances changed the sound of music over time?</p> <p>Why is knowing the history of music important to the understanding of the evolution of music that is current today?</p> <p>How do the elements of music differ across time periods and cultures?</p> <p>How do events in world history impact the creation of music over time?</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling, and the commemoration of a person or event.</p> <p>Knowledge of the symbolic notational system used for performing and writing music is essential for lifelong understanding and appreciation of music on a deeper level.</p>	<p>Categorize significant pieces and composers by musical period based on musical characteristics.</p> <p>Compare and contrast the use of elements of rhythm, tempo, pitch, and meter between musical genres.</p> <p>Evaluate the impact of instrument design on the composition and performance of music from various time periods.</p> <p>Make aesthetic judgments based on personal criteria for determining musical preference.</p>	<p>Teacher-led discussion in class regarding stylistic and era-specific musical nuances.</p> <p>Listening activity where students will compare and contrast characteristics of what they hear.</p> <p>Through the use of digital media and/or live performances, the students will observe and evaluate pieces from different composers and eras for elements of style, articulation, and characteristics of the</p>	<p>Literacy Integration: L.9-10.1. & L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. & L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.5. & L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.6. & L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;</p>	<p>9.1 Content Statement - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1 Content Statement - Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.41 Evaluate</p>

		<p>online) on societal norms and habits of mind in various historical eras.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>	<p>Why does popular music change in style more frequently than serious, or concert, music?</p>	<p>Understanding of the role, development, and influence of music throughout history increases appreciation of the art form.</p> <p>Human understanding and communication are enhanced through music.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one's own expression and those of others.</p> <p>The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Technology impacts the creation and</p>	<p>Evaluate the characteristics used to identify individual composers' music.</p> <p>Understand the cultural and historical events that influenced individual composers' musical works.</p> <p>Research major event in composer's lives and how those events affected the music of that time period.</p> <p>Suggested Activity: Through the use of traditional and digital media, the students will research and compose journal entries and/or correspondence letters, embodying their chosen composer and</p>	<p>corresponding musical era.</p> <p>Written and/or digital research assignments and class presentations.</p>	<p>demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the</p>	<p>organizational policies and procedures that contribute to continuous improvement in performance and compliance.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway.</p>
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				<p>performance of music.</p> <p>Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on work.</p> <p>Music expresses and inspires creativity.</p> <p>Music is present and purposeful in every culture.</p>	<p>the major event that most influenced that composer's life.</p> <p>Identify eras of pieces by listening to examples of that genre.</p> <p>Aurally identify several major classical/serious works.</p>		<p>connections that are drawn between them.</p> <p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>W.9-10.1. & W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2. & W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.3. & W.11-12.3. Write narratives to develop real or imagined experiences</p>	
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							<p>or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.4. & W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5. & W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6. & W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to</p>	
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							<p>display information flexibly and dynamically.</p> <p>W.9-10.8. & W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-10.9. & W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.9-10.6. & SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.9-10.1. & SL.11-12.1. Initiate and participate effectively</p>	
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							<p>in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>Health & Phys Ed Integration:</p> <p>2.5.12.B.2. Apply a variety of mental strategies to improve performance.</p> <p>2.2.12.C.2. Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.</p> <p>2.2.12.A.2. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</p> <p>2.4.12.A.3. Analyze how personal independence, past experience, and social responsibility influence the choice of friends in</p>	
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							<p>high school and young adulthood.</p> <p>2.4.12.A.6. Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.</p> <p>Technology Integration:</p> <p>8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.</p> <p>8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.</p> <p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p> <p>8.1.12.F.2 Analyze the capabilities and limitations of current and emerging</p>	
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							<p>technology resources and assess their potential to address educational, career, personal, and social needs.</p> <p>Social Studies Integration:</p> <p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.</p> <p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures.</p> <p>6.2 Content Statement - Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and</p>	
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							<p>cultural changes that have had a lasting impact.</p> <p>6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts.</p> <p>6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p> <p>6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>World Languages Integration: 7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at</p>	
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							<p>the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p> <p>7.1 Content Statement (Cultural) – Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.</p>	
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2019 HTPS Performing Arts Curriculum Map – Music Theory I

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Aural Skills - Sight-Reading/ Sight-Singing & Dictation	30 minutes per week	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of</p>	<p>Why is it important to have a basic understanding of major and minor scales?</p> <p>What is the significance of key signatures to a musician?</p> <p>Why is the construction of a key signature significant?</p> <p>How and why are there three types of minor scales?</p> <p>Why is it important to know the difference between parallel and relative minor scales?</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling, and the commemoration of a person or event.</p> <p>Knowledge of the symbolic notational system used for performing and writing music is essential for lifelong understanding and appreciation of music on a deeper level.</p>	<p>Sing major scales using solfege syllables using movable “Do”.</p> <p>Accurately perform rhythm examples using rhythmic counting with various notes as the beat unit (whole, half, quarter, eighth, sixteenth).</p> <p>Perform various individual and 2-part rhythmic examples. The 2-part examples will be with a partner.</p> <p>Read and identify by solfege syllables all notes on the treble and bass clef staves, as well as ledger lines above and below, within a given key signature.</p>	<p>Student notation of a teacher played rhythm or melody.</p> <p>Singing activity where the students will use proper solfege syllables and intervals either through scales or simple melodies on a staff.</p> <p>Singing activity where the students will use scale degree numbers instead of solfege syllables and will sing through a melody written using those numbers.</p> <p>Through the use of listening CDs or having it played on an instrument, students will identify tonality of simple melodies.</p>	<p>Literacy Integration: L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Health & Phys Ed Integration: 2.5.12.B.2. Apply a variety of mental strategies to improve performance.</p> <p>2.2.12.C.2. Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.</p> <p>2.2.12.A.2. Demonstrate strategies to prevent, manage, or resolve</p>	<p>9.1 Content Statement - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1 Content Statement - Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.41 Evaluate organizational</p>

	<p>arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>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.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of</p>	<p>Understanding of the role, development, and influence of music throughout history increases appreciation of the art form.</p> <p>Human understanding and communication are enhanced through music.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one's own expression and those of others.</p> <p>The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Technology impacts the creation and</p>	<p>Identify and accurately perform intervals in the diatonic scale.</p> <p>Read and perform major and natural minor scales using the voice.</p> <p>Listen to a rhythm performed by the teacher or a peer, and accurately notate it on a staff (rhythmic dictation).</p> <p>Listen to a simple melody performed by the teacher or a peer, and accurately notate it on a staff (melodic dictation).</p> <p>Aurally distinguish, identify, and notate major and all three forms of minor scales.</p> <p>Aurally identify and accurately notate intervals</p>	<p>Through the use of listening CDs or having it played on an instrument, students will identify major vs. minor scales.</p> <p>In-class evaluation of student understandings.</p>	<p>interpersonal conflicts.</p> <p>2.4.12.A.3. Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.</p> <p>2.4.12.A.6. Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.</p> <p>Social Studies Integration: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the</p>	<p>policies and procedures that contribute to continuous improvement in performance and compliance.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway.</p> <p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p> <p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and</p>
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		<p>dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p>		<p>performance of music.</p> <p>Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on work.</p> <p>Music expresses and inspires creativity.</p> <p>Music is present and purposeful in every culture.</p>	<p>in the diatonic scale.</p> <p>Aurally distinguish meter and rhythmic figures and accurately notate (rhythms will be in simple-duple, -triple, or – quadruple meter).</p> <p>Aurally distinguish rhythmic figures with dots and ties and accurately notate.</p> <p>Differentiate between higher and lower pitches as demonstrated on an instrument by the teacher or a peer.</p>		<p>environment shape the American heritage.</p> <p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures.</p> <p>6.2 Content Statement - Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.</p> <p>6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts.</p>	<p>historical periods to build a broad understanding of the styles in the pathway. CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and</p>
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							<p>6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p> <p>6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Technology Integration: 8.1.12.A.2 Produce and edit a multi-page document for a</p>	<p>persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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							<p>commercial or professional audience using desktop publishing and/or graphics software.</p> <p>8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.</p> <p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p> <p>8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.</p>	
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							<p>World Language Integration: 7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently ide ntify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p>	
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2019 HTPS Performing Arts Curriculum Map – Music Theory I

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Performance	15 minutes per week	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>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.</p>	<p>Why is performing music theory concepts on the piano or using one's voice significant to one working towards a greater understanding of those concepts?</p> <p>How do you become more proficient in aural skills?</p> <p>How does sharpening your aural skills make you a better musician?</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling, and the commemoration of a person or event.</p> <p>Knowledge of the symbolic notational system used for performing and writing music is essential for lifelong understanding and appreciation of music on a deeper level.</p>	<p>Perform major scales on the piano or with voice.</p> <p>Perform natural minor scales on the piano or with voice.</p> <p>Perform given intervals on the piano or with voice.</p> <p>Perform simple, written melodies on the piano or with voice.</p>	<p>In-class evaluation of student understandings.</p> <p>Sight-reading exercises.</p> <p>Student performance of scales, intervals, and melodies on the piano or with voice.</p>	<p>Literacy Integration: SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>RL.9-10.5. Analyze how an author's</p>	<p>9.1 Content Statement - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1 Content Statement - Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.41 Evaluate organizational policies and procedures that contribute to continuous</p>

		<p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>		<p>Understanding of the role, development, and influence of music throughout history increases appreciation of the art form.</p> <p>Human understanding and communication are enhanced through music.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one's own expression and those of others.</p> <p>The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p>		<p>choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>Health & Phys Ed Integration: 2.2 Content Statement - Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.</p> <p>2.2.12.C.1 Analyze the impact of competition on personal character development.</p> <p>2.4 Content Statement - Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.</p> <p>2.5 Content Statement - Movement skill</p>	<p>improvement in performance and compliance.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway.</p> <p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p> <p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p>
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				<p>Technology impacts the creation and performance of music.</p> <p>Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on work.</p> <p>Music expresses and inspires creativity.</p> <p>Music is present and purposeful in every culture.</p>			<p>performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p> <p>2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).</p> <p>World Language Integration: 7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and</p>
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								<p>effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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ASSOCIATED JOBS LIST BY UNIT

Unit 1 Written Music Theory	Professional Musician Music Teacher Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Orchestrator Music Therapist Arts Critic/Writer Musicologist Music Arranger
Unit 2 History, Culture, & Listening	Professional Musician Music Teacher Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer Musicologist Music Arranger
Unit 3 Aural Skills - Sight-Reading, Sight-Singing, & Dictation	Professional Musician Music Teacher Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer Music Arranger
Unit 4 Performance	Professional Musician Music Teacher Educator Composer Conductor

Unit 4 (cont.)	College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer Music Arranger
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