## HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH HIGH SCHOOL MUSIC CURRICULUM MUSIC THEORY II AUGUST 2019

## Music Theory II 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 more in-depth 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 21<sup>st</sup> Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Written	35 minutes	1.1 The Creative	How are the	Music changes	Write music	Class	Literacy Integration:	9.1 Content
Music	per week	Process: All	elements of	over time due to	notation with	discussion in	L.9-10.1. & L.11-12.1.	Statement -
Theory		students will	music used to	cultural shifts,	clear manuscript	which students	Demonstrate command	Collaboration
		demonstrate an	create a musical	events in world	penmanship.	are able to	of the conventions of	and teamwork
		understanding of	work?	history, and		explore the	standard English	enable
		the elements and		technological	Use various	elements of	grammar and usage	individuals or
		principles that	Why is it	advances.	types of music	music guided	when writing or	groups to
		govern the	important for all		software to aid in	by essential	speaking.	achieve
		creation of works	the elements of	There are many	their music-	questions.		common goals
		of art in dance,	music to be	different reasons	writing and aural		L.9-10.2. & L.11-12.2.	with greater
		music, theatre,	present when	why music is	skills	Identification	Demonstrate command	efficiency.
		and visual art.	composing a	written and	assignments.	and duplication	of the conventions of	
			musical work?	performed,		of music	standard English	9.1 Content
		1.4 Aesthetic		including	Identify and	notation	capitalization,	Statement -
		Responses and	How has the	communication,	notate notes	evaluated by	punctuation, and	Leadership
		Critique	change in music	emotional	properly on a	the teacher.	spelling when writing.	abilities develop
		Methodologies:	notation	expression,	staff.			over time
		All students will	impacted the	storytelling, and		Student written	L.9-10.5. & L.11-12.5.	through
		demonstrate and	creation of music	the	Identify	analysis of 4-	Demonstrate	participation in
		apply an	over time?	commemoration	differences in	part Bach	understanding of	groups and/or
		understanding of		of a person or	note duration and	Chorales.	figurative language,	teams that are
		arts philosophies,	How can music	event.	how that applies		word relationships, and	engaged in
		judgment, and	notation impact a		to music	Evaluation of	nuances in word	challenging or
		analysis to works	musician's	Knowledge of	notation.	student	meanings.	competitive
		of art in dance,	ability to read	the symbolic		composition of		activities.
		music, theatre,	music fluently?	notational	Properly	figured bass	L.9-10.6. & L.11-12.6.	9.4.12.A.11
		and visual art.	** 1	system used for	handwrite music	exercises.	Acquire and use	
			How does an	performing and	notes focusing on		accurately general	Apply active
		Content Statement	understanding of	writing music is	placement in the	In-class	academic and domain-	listening skills
		- Understanding	music theory	essential for	staff, as well as	evaluation of	specific words and	to obtain and
		of how to	enhance	lifelong	notehead, stem,	student	phrases, sufficient for	clarify
		manipulate the	appreciation of	understanding	flag, and beam	understandings.	reading, writing,	information.
		elements of music	music?	and appreciation	placement.		speaking, and listening	0.4.10.4.11
		is a contributing		of music on a	T1 .'C '11		at the college and	9.4.12.A.41
		factor to musical		deeper level.	Identify middle		career readiness level;	Evaluate
		artistry.			C and other		demonstrate	organizational

	Understanding	octave Cs, both	independe	ence in no	licies and
1.1.12.B.1	of the role,	on a grand staff	_		ocedures that
Examine how	development,	and on a piano	knowledg		ntribute to
aspects of meter,	and influence of	using C1, C2,			ntinuous
rhythm, tonality,	music	C3, C4, C5, C6,	phrase im		provement in
intervals, chords,	throughout	C7, and C8	comprehe		rformance
and harmonic	history increases	indicators.	expression		d compliance.
progressions are	appreciation of	marcators.	CAPICSSION	i.	a compitance.
organized and	the art form.	Construct a	DI 0 10 6	5. Analyze a 9.4	4.12.C.(4).7
manipulated to	the art form.	major scale using		-	emonstrate a
establish unity and	Human	half and whole			ried repertoire
					music
variety in genres of musical	understanding and	steps.			
	communication	Construct a	the United		rough vocal or strumental
compositions.				· · · · · · · · · · · · · · · · · · ·	
1 2 12 D 2	are enhanced	minor scale using	drawing o	-	rformance,
1.3.12.B.2	through music.	half and whole	reading of		one and with
Analyze how the	Th	steps.	literature.		ners, to show
elements of music	Through the	C	DI 0 10 2		mpetence
are manipulated in	study of the arts,	Construct a			
original or	people learn to	chromatic scale			ndamental
prepared musical	make informed	using proper	and analy		ements used in
scores.	critical	notation and	-		e pathway.
	judgments and	placement of	course of	, , , , , , , , , , , , , , , , , , ,	4.10.07(4).5
	learn to respect	accidentals.	including		4.12.C.(4).5
	one's own			<b>1</b>	emonstrate
	expression and	Identify by sight			owledge of
	those of others.	and write all 15	details; pr		usic theory to
		key signatures in	· ·	*	nvey an
	The critical	both treble and	the text.		derstanding
	process of	bass clefs.			fundamental
	observing,				emes and
	describing,	Read and use in			tterns.
	analyzing,	notational	analysis o		
	interpreting, and	example all	ideas or e	•	4.12.C.(4).6
	evaluating leads	accidentals and			nalyze aural
	to informed	enharmonic			amples of
	judgments	equivalents.	made, how	-	ısical
	regarding the		introduced		mpositions
	relative merits	Read and use in	developed	_	presenting
	of musical	notation all			verse styles,
	works.	major and minor	drawn bet	ween them. cul	ltures, and
				<del></del>	

	Izav cianaturas		historical
Taskaslass	key signatures	DI 11 12 2 Datama	
Technology	using the Circle	RI.11-12.2. Detern	*
impacts the	of Fifths.	two or more centra	
creation and	<b>*</b>	ideas of a text and	understanding
performance of	Identify scale	analyze their	of the styles in
music.	degree names	development over	the the pathway.
	(tonic,	course of the text,	
Career insights	supertonic,	including how they	
are gained	mediant,	interact and build of	
through the	subdominant,	one another to prov	_
integration of	dominant,	a complex analysis	
knowledge and	submediant, and	provide an objective	
ideas from	leading	summary of the tex	ĸt.
readings,	tone/subtonic).		
observations,		W.9-10.1. & W.11	11 5
discussions, and	Read and notate	12.1. Write argume	
hands-on work.	all meter	to support claims i	n an academic and
	signatures in	analysis of substan	tive technical skills.
Music expresses	simple duple,	topics or texts, usin	ng
and inspires	simple triple,	valid reasoning and	d CRP4.
creativity.	simple	relevant and suffic	ient Communicate
	quadruple, and	evidence.	clearly and
Music is present	simple		effectively and
and purposeful	asymmetrical	W.9-10.2. & W.11	- with reason.
in every culture.	from 16 <sup>th</sup> note	12.2. Write	
	through whole	informative/explan	atory   CRP5. Consider
An	note beat	texts to examine ar	nd the
understanding of	divisions.	convey complex id	leas, environmental,
the		concepts, and	social and
fundamentals of	Read, identify,	information clearly	and economic
music theory	and notate all	accurately through	
	major, minor,	effective selection,	
•	•	organization, and	
crucial for	_	analysis of content	. CRP6.
	diminished		Demonstrate
	intervals and	W.9-10.3. & W.11	
musical	inversions.	12.3. Write narrati	, , , , , , , , , , , , , , , , , , ,
	Read and notate		ces   CRP8. Utilize
music theory and sight- singing is crucial for ensuring the quality of one's	major, minor, perfect, augmented, and diminished intervals and	effective selection, organization, and analysis of content W.9-10.3. & W.11	the impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking

diminished triads	well-chosen details, and problems and
and inversions.	well-structured event persevere in
and inversions.	sequences. solving them.
Read and	sequences. solving them.
accurately notate	W.9-10.4. & W.11- CRP9. Model
all meter	12.4. Produce clear and integrity, ethical
signatures in	coherent writing in leadership and
· ·	
simple duple,	1 '
simple triple,	organization, and style management.
simple	are appropriate to task,
quadruple,	purpose, and audience. CRP10. Plan
compound duple,	(Grade-specific education and
compound triple,	expectations for writing career paths
and compound	types are defined in aligned to
quadruple from	standards 1–3 above.) personal goals.
sixteenth note	WY 0 40 7 0 WY 11
through whole	W.9-10.5. & W.11- CRP11. Use
note beat	12.5. Develop and technology to
divisions.	strengthen writing as enhance
	needed by planning, productivity.
Read and	revising, editing,
accurately notate	rewriting, or trying a CRP12. Work
all rhythmic	new approach, focusing productively in
figures from	on addressing what is teams while
thirty-second	most significant for a using cultural
note through	specific purpose and global
breve (double	audience. competence.
whole note).	
	W.9-10.6. & W.11-
Transpose a	12.6. Use technology,
piece of music	including the Internet,
from one key to	to produce, publish, and
another.	update individual or
Transpose a	shared writing
piece of music	products, taking
written for one	advantage of
instrument into a	technology's capacity
different	to link to other
transposing	information and to
instrument (i.e. C	display information
Flute to E-flat	
1 1 11 11 11	1

Alto Saxophone,	flexibly and
etc.).	dynamically.
cic.).	dynamicany.
Read, identify,	W.9-10.8. & W.11-
and accurately	12.8. Gather relevant
notate whole	information from
tone, octatonic,	multiple authoritative
and pentatonic	print and digital
scales.	sources, using
	advanced searches
Identify and	effectively; assess the
accurately notate	usefulness of each
all seventh	source in answering the
chords (major,	research question;
minor, major-	integrate information
minor,	into the text selectively
diminished, and	to maintain the flow of
half-diminished)	ideas, avoiding
and inversions.	plagiarism and
	following a standard
Identify qualities	format for citation.
of and accurately	
notate all triads	W.9-10.9. & W.11-
in major and	12.9. Draw evidence
minor keys	from literary or
according to	informational texts to
scale degree.	support analysis,
	reflection, and research.
Identify and	
accurately notate	SL.9-10.6. & SL.11-
chords according	12.6. Adapt speech to a
to figured bass	variety of contexts and
symbols.	tasks, demonstrating
	command of formal
Accurately	English when indicated
realize a figured	or appropriate.
bass by filling in	
tenor, alto, and	SL.9-10.1. & SL.11-
soprano voices	12.1. Initiate and
from a given bass	participate effectively
line and	in a range of

111	collaborative
symbolic chord	
notations in 4-	discussions (one-on-
part chorale	one, in groups, and
style.	teacher-led) with
	diverse partners on
Identify and	grades 11–12 topics,
accurately	texts, and issues,
analyze 4-part	building on others'
harmony using	ideas and expressing
macroanalysis	their own clearly and
(identifying the	persuasively.
chords	
themselves) and	Health & Phys Ed
roman numeral	Integration:
analysis	2.5.12.B.2. Apply a
(identifying how	variety of mental
the chords relate	strategies to improve
to the key	performance.
signature using	performance.
tonality and scale	2.2.12.C.2. Judge how
degrees).	individual or group
degrees).	adherence, or lack of
Identify and	adherence, to core
accurately notate	ethical values impacts
non-harmonic	the local, state,
tones in chordal	national, and
analysis (PT, NT,	worldwide community.
ET, APP, SUS,	221242
RET, ANT, CT,	2.2.12.A.2.
PT).	Demonstrate strategies
	to prevent, manage, or
Accurately	resolve interpersonal
identify cadences	conflicts.
in written	
analysis (PAC,	2.4.12.A.3. Analyze
IAC, HC, DC,	how personal
PC).	independence, past
	experience, and social
	responsibility influence
	the choice of friends in

	high school and young adulthood.
	2.4.12.A.6. Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
	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 memorized words and phrases that bring meaning to text.
	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.
	8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and

	recognize them as resources for lifelong learning.
	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
	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.

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

norms and habits of	Why does	Understanding	Evaluate the	corresponding	independence in	continuous
mind in various	popular music	of the role,	characteristics	musical era.	gathering vocabulary	improvement in
historical eras.	change in style	development,	used to identify	musicai cia.	knowledge when	performance and
mstorical clas.	more frequently	and influence of	individual	Through the	considering a word or	compliance.
1.4.12.A.1 Use	than serious, or	music	composers'	use of digital	phrase important to	9.4.12.C.(4).7
contextual clues to	concert, music?	throughout	•	media and/or		Demonstrate a
	concert, music?	0	music.	live	comprehension or	
differentiate between		history increases	TT:: 1 1 /1		expression.	varied repertoire
unique and common		appreciation of	Understand the	performances,	DI 0 10 6 A 1	of music through
properties and to		the art form.	cultural and	the students	RL.9-10.6. Analyze a	vocal or
discern the cultural		**	historical	will observe	particular point of view	instrumental
implications of works		Human	events that	and evaluate	or cultural experience	performance,
of dance, music,		understanding	influenced	pieces from	reflected in a work of	alone and with
theatre, and visual		and	individual	different	literature from outside	others, to show
art.		communication	composers'	musical eras	the United States,	competence with
		are enhanced	musical works.	and how they	drawing on a wide	fundamental
1.4.12.B.2 Evaluate		through music.		were impacted	reading of world	elements used in
how an artist's			Research major	by historical	literature.	the pathway.
technical proficiency		Through the	event in	events in the		9.4.12.C.(4).5
may affect the		study of the arts,	composer's	world.	RI.9-10.2. Determine a	Demonstrate
creation or		people learn to	lives and how		central idea of a text	knowledge of
presentation of a		make informed	those events	Written and/or	and analyze its	music theory to
work of art, as well		critical	affected the	digital	development over the	convey an
as how the context in		judgments and	music of that	research	course of the text,	understanding of
which a work is		learn to respect	time period.	assignments	including how it	fundamental
performed or shown		one's own		and class	emerges and is shaped	themes and
may impact		expression and	Suggested	presentations.	and refined by specific	patterns.
perceptions of its		those of others.	Activity:		details; provide an	9.4.12.C.(4).6
significance/meaning.			Through the use		objective summary of	Analyze aural
		The critical	of traditional		the text.	examples of
		process of	and digital			musical
		observing,	media, the		RI.9-10.3. Analyze how	compositions
		describing,	students will		the author unfolds an	representing
		analyzing,	research pieces		analysis or series of	diverse styles,
		interpreting, and	of music or		ideas or events,	cultures, and
		evaluating leads	songs that have		including the order in	historical periods
		to informed	a direct mention		which the points are	to build a broad
		judgments	or correlation to		made, how they are	understanding of
		regarding the	historical		introduced and	the styles in the
		relative merits	events (such as		developed, and the	pathway.
		of musical	Billy Joel's		connections that are	CRP1. Act as a
		works.	"We Didn't		drawn between them.	responsible and
L	l .	WOIRS.	110 Dian t		arawn between mem.	105ponsible and

			Start the Fire"		contributing
		Tachnology	or Don	RI.11-12.2. Determine	
		Technology			citizen and
		impacts the	McLean's	two or more central	employee.
		creation and	"American	ideas of a text and	CRP2. Apply
		performance of	Pie") and	analyze their	appropriate
		music.	present their	development over the	academic and
			findings to the	course of the text,	technical skills.
		Career insights	class.	including how they	CRP4.
		are gained		interact and build on	Communicate
		through the	Identify eras of	one another to provide	clearly and
		integration of	pieces by	a complex analysis;	effectively and
		knowledge and	listening to	provide an objective	with reason.
		ideas from	examples of	summary of the text.	CRP5. Consider
		readings,	that genre.		the
		observations,	-	W.9-10.1. & W.11-	environmental,
		discussions, and	Aurally identify	12.1. Write arguments	social and
		hands-on work.	several major	to support claims in an	economic
			classical/serious	analysis of substantive	impacts of
		Music expresses	works.	topics or texts, using	decisions.
		and inspires		valid reasoning and	CRP6.
		creativity.	Investigate how	relevant and sufficient	Demonstrate
			major events in	evidence.	creativity and
		Music is present	world history		innovation.
		and purposeful	affected culture	W.9-10.2. & W.11-	CRP8. Utilize
		in every culture.	and works in	12.2. Write	critical thinking
		111 0 7 01 1 0 0 1 0 0 1 0 1 0 1	the music	informative/explanatory	to make sense of
		An	industry over	texts to examine and	problems and
		understanding of	time.	convey complex ideas,	persevere in
		the	time.	concepts, and	solving them.
		fundamentals of		information clearly and	CRP9. Model
		music theory		accurately through the	integrity, ethical
		and sight-		effective selection,	leadership and
		singing is		organization, and	effective
		crucial for		analysis of content.	
				anarysis of content.	management. CRP10. Plan
		ensuring the quality of one's		W.9-10.3. & W.11-	
		1			education and
		musical		12.3. Write narratives	career paths
		performance.		to develop real or	aligned to
				imagined experiences	personal goals.
				or events using	CRP11. Use
				effective technique,	technology to

			Т		
				well-chosen details, and	enhance
				well-structured event	productivity.
				sequences.	CRP12. Work
					productively in
				W.9-10.4. & W.11-	teams while
				12.4. Produce clear and	using cultural
				coherent writing in	global
				which the development,	competence.
				organization, and style	
				are appropriate to task,	
				purpose, and audience.	
				(Grade-specific	
				expectations for writing	
				types are defined in	
				standards 1–3 above.)	
				stanuarus 1–3 audve.)	
				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.	
				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	
				dispiay iiioiiiatioii	

flexibly and			
dynamically.			
W.9-10.8. & W.11-			
12.8. Gather relevant			
information from			
multiple authoritative			
print and digital			
sources, using			
advanced searches			
source in answering the			
Tormat for Citation.			
W 0 10 0 0 W 11			
from literary or			
reflection, and research.			
SL.9-10.6. & SL.11-			
command of formal			
ог арргорпаце.			
in a range of			
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.  SL.9-10.1. & SL.11- 12.1. Initiate and participate effectively			

				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.
				Health & Phys Ed
				Integration:
				2.5.12.B.2. Apply a
				variety of mental
				strategies to improve
				performance.
				performance.
				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.
				,
				2.2.12.A.2.
				Demonstrate strategies
				to prevent, manage, or
				resolve interpersonal
				conflicts.
				connicts.
				2.4.12.4.2. Analysis
				2.4.12.A.3. Analyze
				how personal
				independence, past
				experience, and social
				responsibility influence
				the choice of friends in
L	ı l			

	high school and young adulthood.
	2.4.12.A.6. Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
	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.
	8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.  8.1.12.F.2 Analyze the capabilities and limitations of current
	capabilities and limitations of current and emerging

1			
			technology resources
			and assess their
			potential to address
			educational, career,
			personal, and social
			needs.
			necus.
			g : 164 1:
			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
			environment shape the
			American heritage.
			6.2 World
			History/Global Studies
			All students will
			acquire the knowledge
			and skills to think
			analytically and
			systematically about
			systematically about
			how past interactions of
			people, cultures, and
			the environment affect
			issues across time and
			cultures.
			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.	
6.2.12.D.2.a Determine	
the factors that led to	
the Renaissance and the	
impact on the arts.	
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.	
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.	
World Languages	
Integration:	
7.1 Content Statement	
(Linguistic) - The	
Novice-Mid language	
learner understands and	
communicates at	

		the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
		7.1 Content Statement (Cultural) – Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.

	30 minutes per week	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,	How do we read and notate music effectively?  How can you increase your sight-singing ability?  How does the	Music changes over time due to cultural shifts, events in world history, and technological advances.	Accurately perform rhythm examples using rhythmic counting with various notes as the beat unit (whole, half,	Student notation of a teacher played rhythm or melody.  Singing activity where the students will use	Literacy Integration: L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage	9.1 Content Statement - Collaboration and teamwork enable individuals or groups to achieve
Reading/ Sight-Singing	per week	students will demonstrate an understanding of the elements and principles that govern the creation of works of art in	effectively?  How can you increase your sight-singing ability?	cultural shifts, events in world history, and technological advances.	examples using rhythmic counting with various notes as the beat unit (whole, half,	played rhythm or melody.  Singing activity where the	L.9-10.1. Demonstrate command of the conventions of standard English	Collaboration and teamwork enable individuals or groups to
Sight-Singing		demonstrate an understanding of the elements and principles that govern the creation of works of art in	How can you increase your sight-singing ability?	events in world history, and technological advances.	rhythmic counting with various notes as the beat unit (whole, half,	melody.  Singing activity where the	Demonstrate command of the conventions of standard English	and teamwork enable individuals or groups to
		understanding of the elements and principles that govern the creation of works of art in	increase your sight-singing ability?	history, and technological advances.	counting with various notes as the beat unit (whole, half,	Singing activity where the	command of the conventions of standard English	enable individuals or groups to
& Dictation		the elements and principles that govern the creation of works of art in	increase your sight-singing ability?	technological advances.	various notes as the beat unit (whole, half,	where the	conventions of standard English	individuals or groups to
		principles that govern the creation of works of art in	sight-singing ability?	advances.	the beat unit (whole, half,	where the	standard English	groups to
		govern the creation of works of art in	ability?		(whole, half,		•	
		creation of works of art in	•	There are many	, ,	students will use	grammar and usage	achieve
		works of art in	How does the	There are many			$\mathcal{E}$	401110 10
			How does the		quarter, eighth,	proper solfege	when writing or	common goals
		dance, music,		different reasons	sixteenth).	syllables and	speaking.	with greater
			ability to read	why music is		intervals either	Health & Phys Ed	efficiency.
		theatre, and	and interpret	written and	Perform various	through scales or	Integration	
		visual art.	music impact	performed,	individual and	simple melodies		9.1 Content
			musical fluency?	including	2-part rhythmic	on a staff.	2.5.12.B.2. Apply a	Statement -
		1.3		communication,	examples. The		variety of mental	Leadership
		Performance:	Why is it helpful	emotional	2-part examples	Singing activity	strategies to	abilities
		All students will	as a musician to	expression,	will be with a	where the	improve	develop over
		synthesize those	be able to sing, or	storytelling, and	partner.	students will use	performance.	time through
		skills, media,	hear in your	the		scale degree		participation in
		methods, and	head, a piece of	commemoration	Recognize and	numbers instead	2.2.12.C.2. Judge	groups and/or
		technologies	music without	of a person or	accurately	of solfege	how individual or	teams that are
		appropriate to	playing it on an	event.	perform	syllables and will	group adherence, or	engaged in
		creating,	instrument?	77 1 1 6.1	rhythms in	sing through a	lack of adherence,	challenging or
		performing,		Knowledge of the	simple duple,	melody written	to core ethical	competitive
		and/or		symbolic	simple triple,	using those	values impacts the	activities.
		presenting		notational system	simple	numbers.	local, state, national,	0.4.10.4.11
		works of art in		used for	quadruple,	In-class	and worldwide	9.4.12.A.11
		dance, music, theatre, and		performing and writing music is	compound	evaluation using	community.	Apply active listening skills
		visual art.		essential for	duple, compound	melodic and	2.2.12.A.2.	to obtain and
		visuai art.		lifelong	triple, and	rhythmic	Demonstrate	clarify
		1.4 Aesthetic		understanding	compound	dictation,	strategies to	information.
		Responses and		and appreciation	quadruple	assessed by the	prevent, manage, or	mioimation.
		Critique		of music on a	meters.	teacher using	resolve	9.4.12.A.41
		Methodologies:		deeper level.	meters.	teacher-created	interpersonal	Evaluate
		All students will		deeper level.		rubrics.	conflicts.	organizational

demonstrate and	Understanding of	Read and			policies and
apply an	the role,	identify by	Through the use	2.4.12.A.3. Analyze	procedures
understanding of	development, and	solfege	of listening CDs	how personal	that contribute
arts	influence of	syllables all	or having it	independence, past	to continuous
philosophies,	music throughout	notes on the	played on an	experience, and	improvement
judgment, and	history increases	treble and bass	instrument,	social responsibility	in performance
analysis to	appreciation of	clef staves, as	students will	influence the choice	and
works of art in	the art form.	well as ledger	identify tonality	of friends in high	compliance.
dance, music,	the art form.	lines above and	of simple	school and young	compilative.
theatre, and	Human	below, within a	melodies.	adulthood.	9.4.12.C.(4).7
visual art.	understanding	given key	melodies.	additiiood.	Demonstrate a
visual art.	and	signature.	Through the use	2.4.12.A.6. Analyze	varied
1.3.12.B.2	communication	signature.	of listening CDs	how various	repertoire of
Analyze how the	are enhanced	Identify and	or having it	technologies impact	music through
elements of	through music.	accurately	played on an	the development	vocal or
music are	unough music.	perform	instrument,	and maintenance of	instrumental
manipulated in	Through the	intervals in the	students will	local and global	performance,
original or	study of the arts,	diatonic scale.	identify major vs.	interpersonal	alone and with
prepared	people learn to	diatomic scale.	minor scales.	relationships.	others, to show
musical scores.	make informed	Read and	minor scares.	retationships.	·
musical scores.	critical judgments	perform major	In-class	Social Studies	competence with
1.1.12.B.1	and learn to	and all minor	evaluation of		fundamental
Examine how				Integration:	
	respect one's	scales using the	student	6.1 U.S. History:	elements used
aspects of meter,	own expression	voice.	understandings.	America in the	in the
rhythm, tonality,	and those of	D 1 1		World All students	pathway.
intervals,	others.	Read and		will acquire the	0.4.10.07(4).5
chords, and	TPlana in the same	perform		knowledge and	9.4.12.C.(4).5
harmonic	The critical	rhythms using		skills to think	Demonstrate
progressions are	process of	32 <sup>nd</sup> , 16 <sup>th</sup> , 8 <sup>th</sup> ,		analytically about	knowledge of
organized and	observing,	quarter, half,		how past and	music theory
manipulated to	describing,	and whole		present interactions	to convey an
establish unity	analyzing,	notes and rests		of people, cultures,	understanding
and variety in	interpreting, and	in a variety of		and the environment	of fundamental
genres of	evaluating leads	meters with		shape the American	themes and
musical	to informed	dots, ties, and		heritage.	patterns.
compositions.	judgments	triplet			
	regarding the	markings.		6.2 World	9.4.12.C.(4).6
1.4.12.B.1	relative merits of			History/Global	Analyze aural
Formulate	musical works.	Listen to a		Studies All students	examples of
criteria for arts		rhythm		will acquire the	musical
evaluation using		performed by		knowledge and	compositions

the principles of	Tachnology	the teacher or a	skills to think	ranganting
the principles of	Technology			representing
positive critique and observation	impacts the	peer, and	analytically and	diverse styles,
of the elements	creation and	accurately	systematically about	cultures, and historical
	performance of	notate it on a	how past	
of art and	music.	staff (rhythmic	interactions of	periods to build a broad
principles of	C	dictation).	people, cultures, and	
design, and use	Career insights	Tital	the environment	understanding
the criteria to	are gained	Listen to a	affect issues across	of the styles in
evaluate works	through the	simple to	time and cultures.	the pathway.
of dance, music,	integration of	intermediate	600	CDD1 A
theatre, visual,	knowledge and	level major key	6.2 Content	CRP1. Act as
and multimedia	ideas from	melody	Statement - Ideas	a responsible
artwork from	readings,	performed by	developed during	and
diverse cultural	observations,	the teacher or a	the Renaissance,	contributing
contexts and	discussions, and	peer, and	Scientific	citizen and
historical eras.	hands-on work.	accurately	Revolution,	employee.
	3.6	notate it on a	Reformation, and	CD D2 4 1
	Music expresses	staff (melodic	Enlightenment led	CRP2. Apply
	and inspires	dictation).	to political,	appropriate
	creativity.	~	economic, and	academic and
		Compose	cultural changes that	technical
	Music is present	simple	have had a lasting	skills.
	and purposeful in	rhythmic	impact.	
	every culture.	exercises and		CRP4.
		perform them	6.2.12.D.2.a	Communicate
	An understanding	for the class in	Determine the	clearly and
	of the	dictation style.	factors that led to	effectively and
	fundamentals of		the Renaissance and	with reason.
	music theory and	Aurally	the impact on the	
	sight-singing is	distinguish,	arts.	CRP5.
	crucial for	identify, and		Consider the
	ensuring the	notate major	6.2.12.C.3.d	environmental,
	quality of one's	and all three	Determine how, and	social and
	musical	forms of minor	the extent to which,	economic
	performance.	scales.	scientific and	impacts of
			technological	decisions.
		Aurally identify	changes,	
		and accurately	transportation, and	CRP6.
		notate intervals	new forms of	Demonstrate
		in the diatonic	energy brought	creativity and
		scale.	about massive	innovation.

	social, economic,	
A 11		CDD0 III:
Aurally	and cultural	CRP8. Utilize
distinguish	changes.	critical
meter and		thinking to
rhythmic	6.3 Active	make sense of
figures and	Citizenship in the	problems and
accurately	21st Century All	persevere in
notate (rhythms	students will acquire	solving them.
will be in	the skills needed to	
simple-duple, -	be active, informed	CRP9. Model
triple, or –	citizens who value	integrity,
quadruple	diversity and	ethical
meter).	promote cultural	leadership and
	understanding by	effective
Aurally	working	management.
distinguish	collaboratively to	
rhythmic	address the	CRP10. Plan
figures with	challenges that are	education and
dots, ties, and	inherent in living in	career paths
triple markings	an interconnected	aligned to
and accurately	world.	personal goals.
notate on a		
staff.	Technology	CRP11. Use
	Integration:	technology to
Perform music	8.1.12.A.2 Produce	enhance
that has both	and edit a multi-	productivity.
consonant and	page document for a	productivity
dissonant	commercial or	CRP12. Work
harmonies with	professional	productively in
a partner or in a	audience using	teams while
small group.	desktop publishing	using cultural
Sioup.	and/or graphics	global
Use various	software.	competence.
types of music	boitwaro.	competence.
software to aid	8.1.12.A.3	
in their music-	Participate in online	
writing and	courses, learning	
aural skills	communities, social	
assignments.	networks, or virtual	
assignments.	worlds and	
	recognize them as	1

1						
					resources for	
					lifelong learning.	
					8.1.12.D.2	
					Demonstrate	
					appropriate use of	
					copyrights as well	
					as fair use and	
					Creative Commons	
					guidelines.	
					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.	
					World Language	
					Integration:	
					7.1 Content	
					Statement	
					(Linguistic) - The	
					Novice-Mid	
					language learner	
					understands and	
					communicates at	
					the word level and	
					can	
					independently identi	
					fy and recognize	
					memorized words	
					and phrases that	
					bring meaning to	
					text.	
1		l	l			

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
Performance	15	1.1 The Creative	Why is	Music changes	1.1 The Creative	Perform major	<b>Literacy Integration:</b>	9.1 Content
	minutes	Process: All students	performing	over time due to	Process: All students	and minor	SL.9-10.1. Initiate and	Statement -
	per	will demonstrate an	music theory	cultural shifts,	will demonstrate an	scales on the	participate effectively	Collaboration
	week	understanding of the	concepts on	events in world	understanding of the	piano or with	in a range of	and teamwork
		elements and	the piano or	history, and	elements and	voice.	collaborative	enable
		principles that govern	using one's	technological	principles that govern	Perform given	discussions (one-on-	individuals or
		the creation of works	voice	advances.	the creation of works	intervals on	one, in groups, and	groups to
		of art in dance,	significant to		of art in dance,	the piano or	teacher-led) with	achieve
		music, theatre, and	one working	There are many	music, theatre, and	with voice.	diverse partners on	common goals
		visual art.	towards a	different reasons	visual art.		grades 9–10 topics,	with greater
			greater	why music is		Perform	texts, and issues,	efficiency.
		1.4 Aesthetic	understanding	written and	1.4 Aesthetic	simple to	building on others'	
		Responses and	of those	performed,	Responses and	intermediate	ideas and expressing	9.1 Content
		Critique	concepts?	including	Critique	level, written	their own clearly and	Statement -
		Methodologies: All		communication,	Methodologies: All	melodies on	persuasively.	Leadership
		students will	How do you	emotional	students will	the piano or		abilities
		demonstrate and	become more	expression,	demonstrate and	with voice.	SL.9-10.6. Adapt	develop over
		apply an	proficient in	storytelling, and	apply an		speech to a variety of	time through
		understanding of arts	aural skills?	the	understanding of arts	Build and play	contexts and tasks,	participation
		philosophies,		commemoration	philosophies,	major, minor,	demonstrating	in groups
		judgment, and	How does	of a person or	judgment, and	augmented,	command of formal	and/or teams
		analysis to works of	sharpening	event.	analysis to works of	and	English when	that are
		art in dance, music,	your aural		art in dance, music,	diminished	indicated or	engaged in
		theatre, and visual	skills make	Knowledge of	theatre, and visual	triads and	appropriate.	challenging or
		art.	you a better	the symbolic	art.	their		competitive
			musician?	notational		inversions on	L.9-10.1.	activities.
		1.1.12.B.2 Synthesize		system used for	1.1.12.B.2 Synthesize	the piano.	Demonstrate	
		knowledge of the	Why is	performing and	knowledge of the		command of the	9.4.12.A.11
		elements of music in	performance a	writing music is	elements of music in	Build and play	conventions of	Apply active
		the deconstruction	necessary	essential for	the deconstruction	all seventh	standard English	listening skills
		and performance of	component of	lifelong	and performance of	chords (major,	grammar and usage	to obtain and
		complex musical	learning	understanding	complex musical	minor, major-	when writing or	clarify
		scores from diverse	music theory?	and appreciation	scores from diverse	minor, half	speaking.	information.
		cultural contexts.			cultural contexts.	diminished,		

	T	T	T			
		of music on a		and	RL.9-10.5. Analyze	9.4.12.A.41
	1.4.12.B.1 Formulate	deeper level.	1.4.12.B.1 Formulate	diminished)	how an author's	Evaluate
	criteria for arts		criteria for arts	and their	choices concerning	organizational
	evaluation using the	Understanding	evaluation using the	inversions on	how to structure a	policies and
	principles of positive	of the role,	principles of positive	the piano.	text, order events	procedures
	critique and	development,	critique and		within it (e.g., parallel	that contribute
	observation of the	and influence of	observation of the		plots), and manipulate	to continuous
	elements of art and	music	elements of art and		time (e.g., pacing,	improvement
	principles of design,	throughout	principles of design,		flashbacks) create	in
	and use the criteria to	history increases	and use the criteria to		such effects as	performance
	evaluate works of	appreciation of	evaluate works of		mystery, tension, or	and
	dance, music, theatre,	the art form.	dance, music, theatre,		surprise.	compliance.
	visual, and		visual, and			
	multimedia artwork	Human	multimedia artwork		Health & Phys Ed	9.4.12.C.(4).7
	from diverse cultural	understanding	from diverse cultural		Integration	Demonstrate a
	contexts and	and	contexts and		2.2 Content Statement	varied
	historical eras.	communication	historical eras.		- Individual and/or	repertoire of
		are enhanced			group pressure to be	music through
	1.4.12.B.2 Evaluate	through music.	1.4.12.B.2 Evaluate		successful in	vocal or
	how an artist's		how an artist's		competitive activities	instrumental
	technical proficiency	Through the	technical proficiency		can result in a positive	performance,
	may affect the	study of the arts,	may affect the		or negative impact.	alone and with
	creation or	people learn to	creation or			others, to
	presentation of a	make informed	presentation of a		2.2.12.C.1 Analyze	show
	work of art, as well	critical	work of art, as well		the impact of	competence
	as how the context in	judgments and	as how the context in		competition on	with
	which a work is	learn to respect	which a work is		personal character	fundamental
	performed or shown	one's own	performed or shown		development.	elements used
	may impact	expression and	may impact		_	in the
	perceptions of its	those of others.	perceptions of its		2.4 Content Statement	pathway.
	significance/meaning.		significance/meaning.		- Individuals in	
		The critical			healthy relationships	9.4.12.C.(4).5
		process of			share thoughts and	Demonstrate
		observing,			feelings, have fun	knowledge of
		describing,			together, develop	music theory
		analyzing,			mutual respect, share	to convey an
		interpreting, and			responsibilities and	understanding
		evaluating leads			goals, and provide	of
		to informed			emotional security for	fundamental
		judgments			one another.	themes and
		regarding the				patterns.
L	1	. 6	<u> </u>	l	<u> </u>	1 1

malastina maarita	2.5 Contant Statement	
relative merits of musical	2.5 Content Statement - Movement skill	0.4.12.07(4).6
		9.4.12.C.(4).6
works.	performance is	Analyze aural
	primarily impacted by	examples of
Technology	the quality of	musical
impacts the	instruction, practice,	compositions
creation and	assessment, feedback,	representing
performance of	and effort.	diverse styles,
music.		cultures, and
	2.5.12.A.3 Design and	historical
Career insights	lead a rhythmic	periods to
are gained	activity that includes	build a broad
through the	variations in time,	understanding
integration of	space, force, flow,	of the styles in
knowledge and	and relationships	the pathway.
ideas from	(creative, cultural,	
readings,	social, and fitness	CRP1. Act as
observations,	dance).	a responsible
discussions, and		and
hands-on work.	World Language	contributing
	Integration:	citizen and
Music expresses	7.1 Content Statement	employee.
and inspires	(Linguistic) - The	
creativity.	Novice-Mid language	CRP2. Apply
	learner understands	appropriate
Music is present	and communicates at	academic and
and purposeful	the word level and	technical
in every culture.	can	skills.
	independently identify	
An	and recognize	CRP4.
understanding of	memorized words and	Communicate
the	<i>phrases</i> that bring	clearly and
fundamentals of	meaning to text.	effectively and
music theory		with reason.
and sight-	Technology	
singing is	Integration:	CRP5.
crucial for	8.1.12.A.2 Produce	Consider the
ensuring the	and edit a multi-page	environmental,
quality of one's	document for a	social and
musical	commercial or	economic
performance.	professional audience	
periormunec.	professional addience	

				using desktop	impacts of
				publishing and/or	decisions.
				graphics software.	decisions.
				grapines software.	CRP6.
				8.1.12.A.3 Participate	Demonstrate
				in online courses,	creativity and
				learning communities,	innovation.
				social networks, or	iiiiovatioii.
				virtual worlds and	CRP8. Utilize
				recognize them as	critical
				resources for lifelong	thinking to
					make sense of
				learning.	problems and
				8.1.12.D.2	persevere in
				Demonstrate	solving them.
				appropriate use of	sorving them.
				copyrights as well as	CRP9. Model
				fair use and Creative	integrity,
				Commons guidelines.	ethical
				Commons guidennes.	leadership and
				8.1.12.F.2 Analyze	effective
				the capabilities and	management.
				limitations of current	management.
				and emerging	CRP10. Plan
				technology resources	education and
				and assess their	career paths
				potential to address	aligned to
				educational, career,	personal goals.
				personal, and social	personar goars.
				needs.	CRP11. Use
				necus.	technology to
					enhance
					productivity.
					productivity.
					CRP12. Work
					productively
					in teams while
					using cultural
					global
					competence.
	1				competence.

## **BIBLIOGRAPHY**

Stefan Kostka, Dorothy Payne, Byron Almén. "Textbook: Tonal Harmony, with an Introduction to Twentieth-Century Music, Seventh Edition", New York: 2013 McGraw-Hill.

Stefan Kostka, Dorothy Payne, Byron Almén. "Workbook: Tonal Harmony, with an Introduction to Twentieth-Century Music, Seventh Edition", New York: 2013 McGraw-Hill.

Thomas Benjamin, Michael Horvit, Robert Nelson. "*Music for Sight Singing, Fifth Edition*", Massachusetts: 2009 Schirmer, Cengage Learning.

Michael Horvit, Timothy Koozin, Robert Nelson. "*Music for Ear Training, Fourth Edition*", Massachusetts: 2013 Schirmer, Cengage Learning.

Robert Nelson, Carl J. Christensen. "Foundations of Music w/CD, Seventh Edition" Massachusetts: 2009 Schirmer, Cengage Learning.

Emily Crocker, Audrey Snyder. "Experiencing Choral Music: Sight-Singing", California: 2005 Glencoe/McGraw-Hill.

Bruce Benward, Marilyn Saker. "Music in Theory and Practice, Seventh Edition", New York: 2003 McGraw-Hill.

Jean Ferris, Larry Worster. "Music: The Art of Listening, Eighth Edition", New York: 2010 McGraw-Hill.

Richard Sorce. "Music Theory for The Music Professional: A Comparison of Common-Practice and Popular Genres", New York: 1995 Ardsley House Publishers, Inc.

Bruce Benward, Barbara Garvey Jackson, Bruce R. Jackson. "Practical Beginning Theory, A Fundamentals Worktext, Eight Edition", New York: 2000 The McGraw-Hill Companies, Inc.

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 College Professor Film/Television Music Producer

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