

**Southern Regional School District
Manahawkin, New Jersey**

Course of Study

Music Theory

NJ Core Curriculum Content Standards 2004
NJ Standards Clarification Project 2008

Submitted by:

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**Southern Regional High School District
Course of Study**

NJCCCS 2004

NJ Standards Clarification Project 2008

Department MUSIC

Course Title:

MUSIC THEORY

Essential Questions of the Course:

- 1. How do you demonstrate your understanding of the fundamentals of music?**
- 2. Why does music sound the way it does?**
- 3. Why do different compositions elicit different emotions and responses?**

Assessments:

- 1. Tests and quizzes**
- 2. Compilation of notebook**
- 3. Homework**
- 4. Class participation**
- 5. Performance observations**

Unit of Study 1

Unit Title: The Grand Staff

Essential Questions of the Unit:

- 1. How can an understanding of what occurs on a grand staff be applied to all forms of music?**

Assessments:

- 1. Tests and quizzes**
- 2. Compilation of notebook**
- 3. Homework**
- 4. Class participation**
- 5. Performance observations**

Content:

- 1. The Staff, Notes and Pitches**
- 2. Treble Clef and Staff**
- 3. Bass Clef and Staff**
- 4. The Grand Staff and Ledger Lines (the middle notes)**
- 5. Ledger Lines (low and high notes)**
- 6. Ear training**

Skills:

1. **Identify fundamentals of writing music/musical notations:**
 - a. **The Staff, Notes and Pitches**
 - b. **Treble Clef and Staff**
 - c. **Bass Clef and Staff**
 - d. **The Grand Staff and Ledger Lines (the middle notes)**
 - e. **Ledger Lines (low and high notes)**

2. **Place notes on a graph.**

Purpose / Rationale of the unit:

The development of an understanding of the theatrical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2 – 3 Weeks

Instructional Activities:

- 1. Lecture**
- 2. Modeling**
- 3. Demonstrations**
- 4. Hands-on projects**
- 5. Singing/clapping to demonstrate rhythm**
- 6. Drilling of skills**
- 7. Write language of music – clefs and notations**
- 8. Notebook compilation**

Materials and Resources:

- 1. *Essentials of Music Theory***
- 2. Teacher-selected resources**

Unit of Study

2

Unit Title: Basic Note Values, Time Signatures, Measures.

Essential Questions of the Unit:

1. How can an understanding of note values, time signatures, measures, bar/double bars, rests and ear training be applied to all forms of music?

Assessments:

1. Tests and quizzes
2. Compilation of notebook
3. Homework
4. Class participation
5. Performance observations

Content:

- 1. Note Values**
- 2. Measure, Bar Line and Double Bar**
- 3. $\frac{4}{4}$ Time Signature and Note values**
- 4. Whole, Half and Quarter Rests**
- 5. Ear training**

Skills:

1. Identify:

- a. Note Values**
- b. Measure, Bar Line and Double Bar**
- c. $\frac{4}{4}$ Time Signature and Note values**
- d. Whole, Half and Quarter Rests**
- e. Ear training**

2. Identify different performances and transfer understanding to performances.

Purpose / Rationale of the unit:

The development of an understanding of the theatrical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2-3 Weeks

Instructional Activities:

- 1. Lecture**
- 2. Modeling**
- 3. Demonstrations**
- 4. Hands-on projects**
- 5. Singing/clapping to demonstrate rhythm**
- 6. Drilling of skills**
- 7. Write language of music – clefs and notations**
- 8. Notebook compilation**

Materials and Resources:

- 1. *Essentials of Music Theory***
- 2. Teacher-selected resources**

Unit of Study

4

Unit Title: Repeat Signs, First & Second Endings, Eighth Notes, and Dotted Quarter Notes.

Essential Questions of the Unit:

1. How can an understanding of different types of repeat signs, first and second endings, 1/8 notes/rests, dotted quarters and ear training be applied to all forms of music?

Assessments:

1. Tests and quizzes
2. Compilation of notebook
3. Homework
4. Class participation
5. Performance observations

Content:

- 1. Repeat Sign, 1st and 2nd Endings**
- 2. Eighth Notes**
- 3. Eighth Rests**
- 4. Dotted Quarter Note**
- 5. Ear Training**

Skills:

1. Identify and transfer understanding to performance:

- a. Repeat Sign, 1st and 2nd Endings**
- b. Eighth Notes**
- c. Eighth Rests**
- d. Dotted Quarter Note**
- e. Ear Training**

Purpose / Rationale of the unit:

The development of an understanding of the theatrical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2 – 3 Weeks

Instructional Activities:

- 1. Lecture**
- 2. Modeling**
- 3. Demonstrations**
- 4. Hands-on projects**
- 5. Singing/clapping to demonstrate rhythm**
- 6. Drilling of skills**
- 7. Write language of music – clefs and notations**
- 8. Notebook compilation**

Materials and Resources:

- 1. *Essentials of Music Theory***
- 2. Teacher-selected resources**

Unit of Study

5

Unit Title: Dynamics, Tempo, Articulation, and Different Repeat Tools.

Essential Questions of the Unit:

1. How can an understanding of different types of dynamic signs, tempo markings, articulations, D.C. , D.S., Coda and Fine and ear training be applied to all forms of music?

Assessments:

1. Tests and quizzes
2. Compilation of notebook
3. Homework
4. Class participation
5. Performance observations

Content:

- 1. Dynamic Signs**
- 2. Tempo Marks**
- 3. Articulation**
- 4. D.C., D.S., Coda and Fine**
- 5. Ear Training**

Skills:

1. Identify and transfer understanding to performance:

- a. Repeat Sign, 1st and 2nd Endings**
- b. Eighth Notes**
- c. Eighth Rests**
- d. Dotted Quarter Note**
- e. Ear Training**

Purpose / Rationale of the unit:

The development of an understanding of the theatrical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2 – 3 Weeks

Instructional Activities:

- 1. Lecture**
- 2. Modeling**
- 3. Demonstrations**
- 4. Hands-on projects**
- 5. Singing/clapping to demonstrate rhythm**
- 6. Drilling of skills**
- 7. Write language of music – clefs and notations**
- 8. Notebook compilation**

Materials and Resources:

- 1. *Essentials of Music Theory***
- 2. Teacher-selected resources**

Unit of Study

6

Unit Title: Accidentals and Enharmonics.

Essential Questions of the Unit:

1. **How can an understanding of different types of flats, sharps, naturals, whole steps, half steps, enharmonic notes and ear training be applied to all forms of music?**

Assessments:

1. **Tests and quizzes**
2. **Compilation of notebook**
3. **Homework**
4. **Class participation**
5. **Performance observations**

Content:

- 1. Flats**
- 2. Sharps**
- 3. Naturals**
- 4. Whole Steps, Half Steps and Enharmonic Notes**
- 5. Ear Training**

Skills:

1. Identify and transfer understanding to performance:

- a. Flats**
- b. Sharps**
- c. Naturals**
- d. Whole Steps, Half Steps and Enharmonic Notes**
- e. Ear Training**

Purpose / Rationale of the unit:

The development of an understanding of the theatrical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2 – 3 Weeks

Instructional Activities:

- 1. Lecture**
- 2. Modeling**
- 3. Demonstrations**
- 4. Hands-on projects**
- 5. Singing/clapping to demonstrate rhythm**
- 6. Drilling of skills**
- 7. Write language of music – clefs and notations**
- 8. Notebook compilation**

Materials and Resources:

- 1. *Essentials of Music Theory***
- 2. Teacher-selected resources**

Unit Title: The Tetra-Chord, Major scales, and Key Signatures.

Essential Questions of the Unit:

1. How can an understanding of different types of tetra chords, major scales, key signatures and ear training be applied to all forms of music?

Assessments:

1. Tests and quizzes
2. Compilation of notebook
3. Homework
4. Class participation
5. Performance observations

Content:

- 1. Tetra chords and Major Scales**
- 2. The Sharp Scales – G and D major**
- 3. The Flat Scales – F and Bb Major**
- 4. Key Signatures – The Sharp Keys**
- 5. Key Signatures – The Flat Keys**
- 6. Ear training**

Skills:

1. Identify and transfer understanding to performance:

- a. Tetra chords and Major Scales**
- b. The Sharp Scales – G and D major**
- c. The Flat Scales – F and Bb Major**
- d. Key Signatures – The Sharp Keys**
- e. Key Signatures – The Flat Keys**
- f. Ear training**

Purpose / Rationale of the unit:

The development of an understanding of the theoretical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2 – 3 Weeks

Instructional Activities:

- 1. Lecture**
- 2. Modeling**
- 3. Demonstrations**
- 4. Hands-on projects**
- 5. Singing/clapping to demonstrate rhythm**
- 6. Drilling of skills**
- 7. Write language of music – clefs and notations**
- 8. Notebook compilation**

Materials and Resources:

- 1. *Essentials of Music Theory***
- 2. Teacher-selected resources**

Unit Title: Chromatic Scale, Intervals, Circle of Fifth.

Essential Questions of the Unit:

1. **How can an understanding of different types of chromatic scales, intervals, circle of fifths and ear training be applied to all forms of music?**

Assessments:

1. **Tests and quizzes**
2. **Compilation of notebook**
3. **Homework**
4. **Class participation**
5. **Performance observations**

Content:

- 1. The Remaining Major Scales with Key Signatures**
- 2. Chromatic Scale**
- 3. Intervals**
- 4. Circle of Fifths**
- 5. Ear training**

Skills:

1. Identify and transfer understanding to performance:

- a. The Remaining Major Scales with Key Signatures**
- b. Chromatic Scale**
- c. Intervals**
- d. Circle of Fifths**
- e. Ear training**

Purpose / Rationale of the unit:

The development of an understanding of the theoretical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2 – 3 Weeks

Instructional Activities:

- 1. Lecture**
- 2. Modeling**
- 3. Demonstrations**
- 4. Hands-on projects**
- 5. Singing/clapping to demonstrate rhythm**
- 6. Drilling of skills**
- 7. Write language of music – clefs and notations**
- 8. Notebook compilation**

Materials and Resources:

- 1. *Essentials of Music Theory***
- 2. Teacher-selected resources**

Unit of Study

9

Unit Title: Perfect, Major, Minor, Augmented, and Diminished Intervals, Solfege, and Transposition.

Essential Questions of the Unit:

1. **How can an understanding of different types of perfect and major intervals, minor, augmented/diminished intervals, Solfege and transposition and ear training be applied to all forms of music?**

Assessments:

1. **Tests and quizzes**
2. **Compilation of notebook**
3. **Homework**
4. **Class participation**
5. **Performance observations**

Content:

- 1. Perfect and Major Intervals**
- 2. Minor Intervals**
- 3. Augmented and Diminished intervals**
- 4. Solfege and Transposition**
- 5. Ear training**

Skills:

1. Identify and transfer understanding to performance:

- a. Perfect and Major Intervals**
- b. Minor Intervals**
- c. Augmented and Diminished intervals**
- d. Solfege and Transposition**
- e. Ear training**

Purpose / Rationale of the unit:

The development of an understanding of the theatrical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2 – 3 Weeks

Instructional Activities:

- 1. Lecture**
- 2. Modeling**
- 3. Demonstrations**
- 4. Hands-on projects**
- 5. Singing/clapping to demonstrate rhythm**
- 6. Drilling of skills**
- 7. Write language of music – clefs and notations**
- 8. Notebook compilation**

Materials and Resources:

- 1. *Essentials of Music Theory***
- 2. Teacher-selected resources**

Unit Title: Sixteenth Notes/Rests, dotted eighth Notes, Common Time and Alla Breve.

Essential Questions of the Unit:

1. How can an understanding of different types of Sixteenth notes/rests, dotted eighth notes, common time, cut time (Alla Breve) and ear training be applied to all forms of music?

Assessments:

1. Tests and quizzes
2. Compilation of notebook
3. Homework
4. Class participation
5. Performance observations

Content:

- 1. Sixteenth Notes**
- 2. Sixteenth Rests**
- 3. Dotted Eighth Notes**
- 4. Common Time and Cut time (Alla Breve)**
- 5. Ear training**

Skills:

1. Identify and transfer understanding to performance:

- a. Sixteenth Notes**
- b. Sixteenth Rests**
- c. Dotted Eighth Notes**
- d. Common Time and Cut time (Alla Breve)**
- e. Ear training**

Purpose / Rationale of the unit:

The development of an understanding of the theatrical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2 – 3 Weeks

Instructional Activities:

- 1. Lecture**
- 2. Modeling**
- 3. Demonstrations**
- 4. Hands-on projects**
- 5. Singing/clapping to demonstrate rhythm**
- 6. Drilling of skills**
- 7. Write language of music – clefs and notations**
- 8. Notebook compilation**

Materials and Resources:

- 1. *Essentials of Music Theory***
- 2. Teacher-selected resources**

Unit Title: Compound Meter, Triplets, Syncopation, and Pick-up notes

Essential Questions of the Unit:

1. How can an understanding of different types of compound meter, eighth note triplets, syncopation, pick-up notes and ear training be applied to all forms of music?

Assessments:

1. Tests and quizzes
2. Compilation of notebook
3. Homework
4. Class participation
5. Performance observations

Content:

- 1. 3 and 6 Time Signatures**
8 8
- 2. 3 and 6 time Signatures at Fast Tempos**
8 8
- 3. Eighth note triplets**
- 4. Incomplete Measures (pick-up notes) and Syncopation**
- 5. Ear training**

Skills:

1. Identify and transfer understanding to performance:

- a. 3 and 6 Time Signatures
8 8
- b. 3 and 6 time Signatures at Fast Tempos
8 8
- c. Eighth note triplets
- d. Incomplete Measures (pick-up notes) and Syncopation
- e. Ear training

Purpose / Rationale of the unit:

The development of an understanding of the theatrical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2 – 3 Weeks

Instructional Activities:

- 1. Lecture**
- 2. Modeling**
- 3. Demonstrations**
- 4. Hands-on projects**
- 5. Singing/clapping to demonstrate rhythm**
- 6. Drilling of skills**
- 7. Write language of music – clefs and notations**
- 8. Notebook compilation**

Materials and Resources:

- 1. *Essentials of Music Theory***
- 2. Teacher-selected resources**

Unit Title: Triads, Scale degree Names, and the Dominant Seven Chord.

Essential Questions of the Unit:

1. How can an understanding of different types of primary/major triads, scale degree names, dominant seventh chord and ear training be applied to all forms of music?

Assessments:

1. Tests and quizzes
2. Compilation of notebook
3. Homework
4. Class participation
5. Performance observations

Content:

- 1. Triads**
- 2. Primary and major Triads**
- 3. Scale Degree names**
- 4. The V⁷ (Dominant 7th) Chord**
- 5. Ear training**

Skills:

1. Identify and transfer understanding to performance:

- a. Triads**
- b. Primary and major Triads**
- c. Scale Degree names**
- d. The V⁷ (Dominant 7th) Chord**
- e. Ear training**

Purpose / Rationale of the unit:

The development of an understanding of the theoretical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2 – 3 Weeks

Instructional Activities:

- 1. Lecture**
- 2. Modeling**
- 3. Demonstrations**
- 4. Hands-on projects**
- 5. Singing/clapping to demonstrate rhythm**
- 6. Drilling of skills**
- 7. Write language of music – clefs and notations**
- 8. Notebook compilation**

Materials and Resources:

- 1. *Essentials of Music Theory***
- 2. Teacher-selected resources**

Unit Title: Inversions, Figured Bass, and Major Chord Progressions.

Essential Questions of the Unit:

1. How can an understanding of different types of inversions, figured bass, major chord progressions and ear training be applied to all forms of music?

Assessments:

1. Tests and quizzes
2. Compilation of notebook
3. Homework
4. Class participation
5. Performance observations

Content:

- 1. Triads – 1st Inversion**
- 2. Triads – 2nd Inversion**
- 3. V⁷ Chord – 1st, 2nd and 3rd Inversions**
- 4. Figured Bass**
- 5. Major Chord Progressions**
- 6. Ear Training**

Skills:

1. Identify and transfer understanding to performance:

- a. Triads – 1st Inversion**
- b. Triads – 2nd Inversion**
- c. V⁷ Chord – 1st, 2nd and 3rd Inversions**
- d. Figured Bass**
- e. Major Chord Progressions**
- f. Ear Training**

Purpose / Rationale of the unit:

The development of an understanding of the theoretical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2 – 3 Weeks

Instructional Activities:

- 1. Lecture**
- 2. Modeling**
- 3. Demonstrations**
- 4. Hands-on projects**
- 5. Singing/clapping to demonstrate rhythm**
- 6. Drilling of skills**
- 7. Write language of music – clefs and notations**
- 8. Notebook compilation**

Materials and Resources:

- 1. *Essentials of Music Theory***
- 2. Teacher-selected resources**

Unit Title: Minor Scales, Minor, Augmented and Diminished Triads.

Essential Questions of the Unit:

1. How can an understanding of different types of natural, harmonic, melodic minor scales, minor triads, augmented/diminished triads and ear training be applied to all forms of music?

Assessments:

1. Tests and quizzes
2. Compilation of notebook
3. Homework
4. Class participation
5. Performance observations

Content:

- 1. Minor Scales**
- 2. Natural, Harmonic and Melodic Minor Scales**
- 3. Minor Triads**
- 4. Augmented and Diminished Triads**
- 5. Ear training**

Skills:

1. Identify and transfer understanding to performance:

- a. Minor Scales**
- b. Natural, Harmonic and Melodic Minor Scales**
- c. Minor Triads**
- d. Augmented and Diminished Triads**
- e. Ear training**

Purpose / Rationale of the unit:

The development of an understanding of the theatrical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2 – 3 Weeks

Instructional Activities:

- 1. Lecture**
- 2. Modeling**
- 3. Demonstrations**
- 4. Hands-on projects**
- 5. Singing/clapping to demonstrate rhythm**
- 6. Drilling of skills**
- 7. Write language of music – clefs and notations**
- 8. Notebook compilation**

Materials and Resources:

- 1. *Essentials of Music Theory***
- 2. Teacher-selected resources**

Unit Title: Primary Triads in Minor Keys, Minor Chord Progression, and Introduction to the Modes.

Essential Questions of the Unit:

1. How can an understanding of different types of primary triads in minor keys, minor chord progressions, modes related to minor major/minor scales be applied to all forms of music?

Assessments:

1. Tests and quizzes
2. Compilation of notebook
3. Homework
4. Class participation
5. Performance observations

Content:

- 1. The Primary Triads in Minor Keys**
- 2. Minor Chord Progressions**
- 3. Modes related to the Major Scale: Ionian, Mixolydian and Lydian**
- 4. Modes related to the Minor Scale: Aeolian, Dorian, Phrygian, Locrian**
- 5. Ear training**

Skills:

1. Identify and transfer understanding to performance:

- a. The Primary Triads in Minor Keys**
- b. Minor Chord Progressions**
- c. Modes related to the Major Scale: Ionian, Mixolydian and Lydian**
- d. Modes related to the Minor Scale: Aeolian, Dorian, Phrygian, and Locrian**
- e. Ear training**

Purpose / Rationale of the unit:

The development of an understanding of the theoretical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2 – 3 Weeks

Instructional Activities:

- 1. Lecture**
- 2. Modeling**
- 3. Demonstrations**
- 4. Hands-on projects**
- 5. Singing/clapping to demonstrate rhythm**
- 6. Drilling of skills**
- 7. Write language of music – clefs and notations**
- 8. Notebook compilation**

Materials and Resources:

- 1. *Essentials of Music Theory***
- 2. Teacher-selected resources**

Unit Title: Introduction to Basic Harmony, Broken Chords, Arpeggiated accompaniments, Passing Tones and Neighboring Tones, and Composition.

Essential Questions of the Unit:

1. How can an understanding of different types of harmonization, broken chords, arpeggiated accompaniments, passing and neighboring tones, composing a melody in a major key and ear training be applied to all forms of music?

Assessments:

1. Tests and quizzes
2. Compilation of notebook
3. Homework
4. Class participation
5. Performance observations

Content:

- 1. Harmonizing a melody in a major key**
- 2. Broken chords and arpeggiated accompaniments**
- 3. Passing and neighboring tones**
- 4. Composing a melody in a major key**
- 5. Ear training**

Skills:

1. Identify and transfer understanding to performance:

- a. Harmonizing a melody in a major key**
- b. Broken chords and arpeggiated accompaniments**
- c. Passing and neighboring tones**
- d. Composing a melody in a major key**
- e. Ear training**

Purpose / Rationale of the unit:

The development of an understanding of the theatrical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2 – 3 Weeks

Instructional Activities:

- 1. Lecture**
- 2. Modeling**
- 3. Demonstrations**
- 4. Hands-on projects**
- 5. Singing/clapping to demonstrate rhythm**
- 6. Drilling of skills**
- 7. Write language of music – clefs and notations**
- 8. Notebook compilation**

Materials and Resources:

- 1. *Essentials of Music Theory***
- 2. Teacher-selected resources**

Unit Title: Harmonization of a melody in Minor, the 12 Bar Blues Progression.

Essential Questions of the Unit:

1. How can an understanding of different types of harmonizing a melody in minor key, composing a melody in a minor key, 12-bar blues chord progression the Blues Scale and ear training be applied to all forms of music?

Assessments:

1. Tests and quizzes
2. Compilation of notebook
3. Homework
4. Class participation
5. Performance observations

Content:

- 1. Harmonizing a melody in a minor key**
- 2. Composing a melody in a minor key**
- 3. 12-Bar Blues chord progression**
- 4. The Blues Scale**
- 5. Ear training**

Skills:

1. Identify and transfer understanding to performance:

- a. Harmonizing a melody in a minor key**
- b. Composing a melody in a minor key**
- c. 12-Bar Blues chord progression**
- d. The Blues Scale**
- e. Ear training**

Purpose / Rationale of the unit:

The development of an understanding of the theatrical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2 – 3 Weeks

Instructional Activities:

1. **Lecture**
2. **Modeling**
3. **Demonstrations**
4. **Hands-on projects**
5. **Singing/clapping to demonstrate rhythm**
6. **Drilling of skills**
7. **Write language of music – clefs and notations**
8. **Notebook compilation**

Materials and Resources:

1. *Essentials of Music Theory*
2. **Teacher-selected resources**

Unit Title: Forms of Music.

Essential Questions of the Unit:

1. **How can an understanding of different types of basic forms of music, binary, ternary, Rondo form and ear training be applied to all forms of music?**

Assessments:

1. **Tests and quizzes**
2. **Compilation of notebook**
3. **Homework**
4. **Class participation**
5. **Performance observations**

Content:

- 1. Basic forms of music – motive and phrase**
- 2. AB (Binary) form**
- 3. ABA (Ternary) form**
- 4. Rondo form**
- 5. Ear training**

Skills:

1. Identify and transfer understanding to performance:

- a. Basic forms of music – motive and phrase**
- b. AB (Binary) form**
- c. ABA (Ternary) form**
- d. Rondo form**
- e. Ear training**

Purpose / Rationale of the unit:

The development of an understanding of the theatrical basis for music is necessary for students to be able to apply it to their musical instrument/voice/venue.

New Jersey Core Curriculum Content Standards:

1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.

1.1.A.1

1.1.A.2

1.1.A.3

1.1.B.1

1.1.B.2

1.1.B.3

1.1.B.4

1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

1.2.B.1

1.2.B.2

1.2.B.3

1.2.B.4

1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

1.3.B.1

1.3.B.2

1.3.B.3

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.4.A.1

1.4.A.2

1.4.B.1

1.4.B.2

1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

1.5.A.1

1.5.A.2

1.5.B.1

1.5.B.2

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.

Time Frame of Unit:

2 – 3 Weeks

Instructional Activities:

- 1. Lecture**
- 2. Modeling**
- 3. Demonstrations**
- 4. Hands-on projects**
- 5. Singing/clapping to demonstrate rhythm**
- 6. Drilling of skills**
- 7. Write language of music – clefs and notations**
- 8. Notebook compilation**

Materials and Resources:

- 1. *Essentials of Music Theory***
- 2. Teacher-selected resources**