

Music Theory

Ninth– Twelfth Grades

Standards, Learning Expectations, and Performance Indicators

Course Description:

Music Theory is a course that seeks to give students in grades 9-12 advanced experiences in the principles of analysis and composition. The course will include instruction in fundamentals of tonal harmony and ear-training. The course will encourage the application of the concepts presented, culminating in original compositions.

Content Standard 1.0: Singing

Students will sing, alone and with others, a varied repertoire of music.

Learning Expectations:

The student will

- 1.1 Sing diverse musical examples alone with an emphasis on technical accuracy and analysis.
- 1.2 Demonstrate appropriate ensemble skills.

Performance Indicators:

At Level 1, the student is able to

- correctly sing, in groups, diverse musical examples on a level I difficulty with an emphasis on technical accuracy and analysis;
- demonstrate ability to maintain part independence.

At Level 2, the student is able to

- correctly sing, alone, diverse musical examples on a level I difficulty with an emphasis on technical accuracy and analysis;
- demonstrate ability to identify the skills necessary for a successful ensemble.

At Level 3, the student is able to

- correctly sing diverse musical examples on a level II difficulty with an emphasis on technical accuracy and analysis;
- employ appropriate ensemble skills.

Sample Performance Task:

Students will sing diatonic scales using numbers or solfege. Assessment will consist of teacher observation of pitch/number/syllable accuracy.

Integration/Linkages:

Social Studies, Music History, National Standards for Arts Education, Choral Music

Content Standard 2.0: Playing Instruments

Students will perform on instruments, alone and with others, a varied repertoire of music.

Learning Expectations:

The student will

- 2.1 Play diverse musical examples alone with an emphasis on technical accuracy and analysis.
- 2.2 Demonstrate appropriate ensemble skills.

Performance Indicators:

At Level 1, the student is able to

- correctly play diverse musical examples utilizing non-pitched instruments with emphasis on technical accuracy;
- demonstrate ability to maintain part independence.

At Level 2, the student is able to

- correctly play diverse musical examples utilizing recorders (or similar instruments) with emphasis on technical accuracy;
- demonstrate ability to identify the skills necessary for a successful ensemble.

At Level 3, the student is able to

- correctly play diverse musical examples utilizing a combination of instruments with an emphasis on technical accuracy;
- employ appropriate ensemble skills.

Sample Performance Task:

Student will create and perform a rhythmic ostinato to a selected piece. Assessment will be done by teacher observation of metric accuracy and ensemble cohesiveness.

Integration/Linkages:

Music History, Vocal Music, Social Studies, National Standards for Arts Education, Instrumental Music

Content Standard 3.0: Improvising

Students will improvise melodies, variations, and accompaniments.

Learning Expectations:

The student will

- 3.1 Demonstrate the ability to improvise original melodies over I - IV - V chord progressions.
- 3.2 Demonstrate the ability to improvise variations in a variety of styles.
- 3.3 Demonstrate the ability to improvise harmonizing parts and rhythmic variations for melodies based on pentatonic, major or minor scales.

Performance Indicators:

At Level 1, the student is able to

- improvise pentatonic melodies over teacher-provided accompaniment;
- improvise pentatonic melodies that utilize rhythmic and/or melodic variation;
- improvise simple harmonic accompaniments for familiar pieces using tonic and dominant chords.

At Level 2, the student is able to

- improvise melodic patterns using the blues scale over teacher-provided accompaniment;
- improvise rhythmically and/or melodically varied patterns over a blues chord progression;
- improvise blues accompaniments and/or bass lines.

At Level 3, the student is able to

- improvise melodies over I – IV – V chord progressions maintaining consistency in style, meter, and tonality;
- appropriately improvise variations in a variety of styles;
- improvise harmonies and rhythmic variations for melodies based on the pentatonic, major or minor scales in a stylistically appropriate manner.

Sample Performance Task:

Students will improvise a melody based on the blues scale over a teacher provided accompaniment. Assessment will consist of teacher observation of blues scale implementation.

Integration/Linkages:

Music History, Social Studies, Vocal/Choral Music, Instrumental Music, National Standards for Arts Education.

Content Standard 4.0: Composing

Students will compose and arrange music within specified guidelines.

Learning Expectations:

The student will

- 4.1 Demonstrate their knowledge of the expressive effect of the elements of music through composing and arranging.
- 4.2 Demonstrate knowledge of practical vocal and instrumental ranges through composing and arranging.
- 4.3 Demonstrate the aural and notational acuity necessary to write compositions and arrangements.

Performance Indicators:

At Level 1, the student is able to

- create short rhythmic compositions in simple or compound meter with original melodies in binary form that effectively demonstrate the expressive effect of the elements of music;

- arrange, in two parts, existing music using practical vocal and/or instrumental ranges;
- compose an eight-measure musical composition that demonstrates the principles of question-answer phrasing.

At Level 2, the student is able to

- create short rhythmic compositions in simple or compound meter with original melodies in ternary form that effectively demonstrate the expressive effect of the elements of music;
- arrange, in four parts, existing music using practical vocal and/or instrumental ranges;
- compose an eight-measure musical composition that utilizes I, IV, and V chords.

At Level 3, the student is able to

- create short rhythmic compositions in simple or compound meter with original melodies in through-composed or other forms that effectively demonstrate the expressive effect of the elements of music;
- arrange a medley of existing music using practical vocal and/or instrumental ranges;
- compose a short original work showing imagination and technical skill.

Sample Performance Task:

Compose a short song for voice and piano in binary form with compound meter based on the poetry of Robert Frost. Songs will be assessed by a rubric developed by the class.

Integration/Linkages:

Language Arts, Technology, Music History, Vocal/Choral Music, Instrumental Music, National Standards for Arts Education.

Content Standard 5.0: Reading and Notating

Students will read and notate music.

Learning Expectations:

The student will

- 5.1 Demonstrate the ability to read standard notation in all clefs.

5.2 Demonstrate the ability to analyze music using Roman numeral analysis employing triads and tetrads in all inversions.

5.3 Demonstrate knowledge of major and minor mode.

5.4 Demonstrate the ability to interpret the use of the elements of music in instrumental and vocal scores.

5.5 Demonstrate the ability to transcribe simple melodic, rhythmic, and harmonic patterns from sound.

5.5 Demonstrate the ability to interpret commercial chord notation.

Performance Indicators:

At Level 1, the student is able to

- correctly interpret musical notation markings in treble and bass clefs;
- construct triads and seventh chords in all inversions;
- accurately construct all major scales;
- identify the elements of music;
- successfully transcribe rhythmic patterns from sound;
- write and interpret commercial chord notation for triad and seventh chords.

At Level 2, the student is able to

- correctly interpret musical notation markings in all clefs;
- realize figured bass for triads and seventh chords in all inversions;
- accurately construct all minor scales. (all three forms);
- correctly analyze the use of the elements of music in a vocal score;
- successfully transcribe melodic, rhythmic and patterns from sound;
- write and interpret commercial chord notation for extended, altered, and non-tertian chords.

At Level 3, the student is able to

- read all clefs quickly and accurately;
- accurately compare the harmonic structure of two pieces of music using Roman numeral analysis of harmonies involving triads and seventh chords in all inversions;
- accurately construct other modes/scales;
- correctly analyze the use of the elements of music in an instrumental score;
- successfully transcribe melodic, rhythmic and harmonic patterns from sound;
- correctly realize harmonic content of commercial chord notation.

Sample Performance Task:

Students will realize the figured bass of a selected Bach chorale. Assessment will be made by teacher based on the accuracy of the realization of the figured bass.

Integration/Linkages:

Language Arts, Technology, Music History, Vocal/Choral Music, Instrumental Music, National Standards for Arts Education.

Content Standard 6.0: Listening and Analyzing

Students will listen to, analyze, and describe music.

Learning Expectations:

The student will

6.1 Demonstrate extensive knowledge of compositional devices and techniques used in a given aural example of music by describing specific events such as ostinato, imitation, or modulation.

6.2 Demonstrate the ability to classify works of the same genre or style that use the same or differing compositional techniques.

6.3 Demonstrate the principles of voice leading, chord voicing and doubling, non-harmonic tone use in melody, and figured bass analysis in the 18th century style of four-part writing.

Performance Indicators:

At Level 1, the student is able to

- identify basic formal structures in music (i.e. simple binary, rounded binary, ternary, song form);
- identify common compositional techniques used in selected works (i.e., phrase structure, tension/repose, cadence types);
- write a well-structured melody according to the principles which govern 18th century composition.

At Level 2, the student is able to

- identify basic formal structures in music (i.e., rondo, sonata-allegro, canon, fugue);

- identify common compositional techniques used in selected works (i.e., sequence, modulation, imitation);
- harmonize in four parts, employing the rules of voice leading and doubling, using a given melody.

At Level 3, the student is able to

- accurately differentiate compositional devices used in aural examples of music by describing specific events;
- adequately contrast works of the same genre or style with reference to compositional technique;
- correctly analyze an 18th century style of four-part writing with reference to voice leading, chord voicing and doubling, non-harmonic tone use in melody, and figured bass.

Sample Performance Task:

Analyze a Bach Chorale with attention to voice leading, non-harmonic tones, figured bass, phrase structure and cadences. Assessment will consist of teacher's observation of student accuracy in identifying the specified components.

Integration/Linkages:

Language Arts, Social Studies, Technology, Music History, Vocal/Choral Music, Instrumental Music, National Standards for Arts Education.

Content Standard 7.0: Evaluating

Students will evaluate music and music performances.

Learning Expectations:

The student will

7.1 Demonstrate the ability to evaluate musical works and performances in terms of their aesthetic qualities.

7.2 Demonstrate the ability to distinguish the musical means used to evoke feelings and emotions.

Performance Indicators:

At Level 1, the student is able to

- define and identify the components of aesthetic awareness;
- identify musical elements that contribute to the emotional makeup of a musical work.

At Level 2, the student is able to

- identify and discuss the aesthetic properties of selected works;
- identify devices commonly used to create dramatic effect.

At Level 3, the student is able to

- adequately evaluate the aesthetic qualities of musical works and performances;
- appropriately assess the musical means used to evoke feelings and emotions.

Sample Performance Task:

Develop a rubric to identify the music elements which combine to create a successful dramatic effect for a selected television score. Assessment will be conducted through teacher observation of appropriate student use of musical elements.

Integration/Linkages:

Language Arts, Math, Technology, Music History, Vocal/Choral Music, Instrumental Music, National Standards for Arts Education.

Content Standard 8.0: Interdisciplinary Connections

Students will understand relationships between music, the other arts, and disciplines outside the arts.

Learning Expectations:

The student will

8.1 Illustrate the similarities and distinctive characteristics of various arts from different historical periods or cultures.

8.2 Examine the roles of the people involved in the various arts.

8.3 Appraise the role and importance of music and the other arts in fully developing the mind and completing one's education.

Performance Indicators:

At Level 1, the student is able to

- identify the unique characteristics of the various style periods and/or cultures;
- identify the historical origins of the artist in society (i.e., Patronage);
- assess the role of music in right and left brain development.

At Level 2, the student is able to

- identify the distinguishing cultural characteristics of various arts;
- evaluate different career options and their ramifications in the arts;
- recognize the importance of music in society.

At Level 3, the student is able to

- accurately assess the distinctive characteristics of various arts from different historical periods or cultures;
- fully distinguish the various roles of artists in the arts;
- examine the role and importance of music and the arts in fully developing the mind and completing one's education.

Sample Performance Task:

Students will write an essay which defends the role of the arts in the education of the average student. Teacher assessment will be based on students' ability to successfully defend their opinion.

Integration/Linkages:

Language Arts, History, Social Studies, Music History, Vocal/Choral Music, Instrumental Music, National Standards for Arts Education.

Content Standard 9.0: Historical and Cultural Relationships

Students will understand music in relation to history and culture.

Learning Expectations:

The student will

9.1 Demonstrate the ability to distinguish music genres or styles influenced by more than one culture, identify the cultural influences, and trace the historical conditions that produced the synthesis.

9.2 Demonstrate the ability to distinguish stylistic features that define the aesthetic tradition and historical or cultural context of a musical work.

9.3 Examine the importance of music in the cultural development of a people.

Performance Indicators:

At Level 1, the student is able to

- aurally detect broad stylistic differences through selected works;
- identify distinguishing characteristics of specified cultures;
- examine the role of music in his/her life.

At Level 2, the student is able to

- identify the historical/cultural origins of a particular style;
- identify distinguishing stylistic characteristics for a specified period (i.e., Baroque ornamentation);
- evaluate the importance of music in his/her environment.

At Level 3, the student is able to

- adequately assess the cultural influences and/or historical traditions that affected the development of a particular style;
- correctly categorize the stylistic features that define the aesthetic tradition and historical or cultural context of a musical work;
- effectively evaluate the importance of music in a people's cultural development.

Sample Performance Task:

Write an essay that describes the roots and subsequent influences of rock music and its evolution.

Assessment will be based on the accuracy of research.

Integration/Linkages:

Language Arts, History, Social Studies, Music History, Vocal/Choral Music, Instrumental Music, National Standards for Arts Education