

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Advanced Music Theory	Course Number: A 5703
Department: Music	Grade(s): 9-12
Level(s): Academic	Credit: .5
Course Description: Advanced Music Theory is a continuation of Music Theory with an emphasis on modal scales, transposition, triad structure, harmonization, ear training, sight reading, and keyboard skills. It is highly recommended for students intending to pursue a career in music (Prerequisite: Music Theory – Credit = .5)	
Required Instructional Materials <ul style="list-style-type: none"> • Staff paper • Music Theory textbook/workbook – to be selected • Piano • Computer access • CD Player 	Completion/Revision Date Approved by Board of Education on January 23, 2006.

Mission Statement of the Curriculum Management Team

The mission of the Art and Music Curriculum Management Team is to ensure that the K-12 curriculum provide educational experiences that foster creative expression, develop the full range of students' abilities in music and the visual arts, and develop in students the ability to make informed aesthetic choices. The Wallingford graduate will possess an appreciation of the importance of the arts in relation to history, cultures, and our society.

Enduring Understandings for the Course

- The main idea of most musical compositions is expressed through the melody.
- Melodies are organized into tonalities.
- Music is organized sound.
- All music has value even if it differs from an individual's musical preferences.
- Music in written form contains recognizable patterns within a tonal system.
- Music can be composed using tonalities other than major or minor.
- Chords and chord progressions are the foundation of tonal music.
- Composing and performing two or more simultaneous sounds creates harmony.
- Ear training and sight singing lead to improved musicianship.
- Everyone can perform, create, and respond to music in meaningful ways.
- Creating, performing, and responding to music are forms of self-expression.
- Composition entails the combining of the elements of music.
- Composition facilitates the communication of emotions and ideas.

LEARNING STRAND

1.0 Minor Tonality and Modes

ENDURING UNDERSTANDING(S)

- The main idea of most musical compositions is expressed through the melody.
- Melodies are organized into tonalities.
- Music is organized sound.
- All music has value even if it differs from an individual's musical preferences.
- Music in written form contains recognizable patterns within a tonal system.
- Music can be composed using tonalities other than major or minor.

ESSENTIAL QUESTIONS

- How is sound organized to make music?
- How does the structure of a musical piece create its order and clarity?
- How is melody created?
- What determines a style of music?

LEARNING OBJECTIVES *The students will :*

- 1.1 Notate natural, harmonic, and melodic minor scales and key signatures.
- 1.2 Associate a melodic line with key signatures or minor scales.
- 1.3 Identify modes in relation to the minor or major scales.
- 1.4 Identify the basic 12 bar blues progression.
- 1.5 Write the blues scale in various keys.

INSTRUCTIONAL SUPPORT MATERIALS

- Alfred's Essentials of Music Theory – book 1 - 3
- Tonal Harmony – Kostka and Payne
- Staff paper
- Music notation software
- www.teoria.com
- www.musictheory.net

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
- Modeling
- Individual and guided practice
- Small group work
- Computer lab
- Students perform on piano

SUGGESTED ASSESSMENT METHODS

- Quizzes and tests
- Observation based assessment
- Peer assessment
- Written and verbal responses
- Self-evaluation

LEARNING STRAND

2.0 Chords and Inversions

ENDURING UNDERSTANDING(S)

- Chords and chord progressions are the foundation of tonal music.
- Music is organized sound.
- Composing and performing two or more simultaneous sounds creates harmony.

ESSENTIAL QUESTIONS

- How is sound organized to make music?
- How does the structure of musical piece create its order and clarity?
- How does harmony support a melodic line?

LEARNING OBJECTIVES *The students will:*

- 2.1 Identify major, minor, augmented, and diminished triads.
- 2.2 Identify 7th chords.
- 2.3 Identify 1st, 2nd, and 3rd inversions of triads.
- 2.4 Write triads and seventh chords.
- 2.5 Write triads and seventh chord inversions using figured bass.
- 2.6 Harmonize a simple melody using chords and inversions.

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SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
- Modeling
- Individual and guided practice
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SUGGESTED ASSESSMENT METHODS

- Quizzes and tests
- Observation based assessment
- Peer assessment
- Written and verbal responses
- Self-evaluation

LEARNING STRAND

3.0 Analyzing Music

ENDURING UNDERSTANDING(S)

- Music is organized sound.
- Melodies are organized into tonalities.
- Music in written form contains recognizable patterns within a tonal system.

ESSENTIAL QUESTIONS

- How is sound organized to make music?
- How does the structure of a musical piece create its order and clarity?
- How are melody and harmony created?
- How does harmony support a melodic line?

LEARNING OBJECTIVES *The students will :*

- 3.1 Identify chords and inversions within a Piece of music using chord symbols, Roman numerals and figured bass.
- 3.2 Identify cadences.
- 3.3 Identify compositional form (i.e. ABA, rondo.)
- 3.4 Compare a melody line to harmony.
- 3.5 Identify non-chord tones within a melody.

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SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
- Modeling
- Individual and guided practice
- Small group work
- Computer lab

SUGGESTED ASSESSMENTS

- Quizzes and tests
- Observational Based Assessment (OBA)
- Peer assessment
- Written and verbal responses
- Self-evaluation

LEARNING STRAND

4.0 Ear Training and Sight Singing

ENDURING UNDERSTANDING(S)

- Music is organized sound.
- Ear training and sight singing lead to improved musicianship.
- Music in written form contains recognizable patterns within a tonal system.
- Melodies are organized into tonalities.
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ESSENTIAL QUESTIONS

- How is sound organized to make music?
- How is melody created?
- Can you have rhythm without beat?
- How can music notation show melodic direction?

LEARNING OBJECTIVES *The students will :*

- 4.1 Identify (aurally) natural, harmonic, and melodic minor scales.
- 4.2 Identify (aurally) minor intervals.
- 4.3 Identify (aurally) major, minor, augmented, and diminished triads.
- 4.4 Notate melodies in a minor key in response to melodic dictation.
- 4.5 Distinguish between minor and major tonalities.
- 4.6 Sight sing a minor scale using solfege.
- 4.7 Sight sing simple melodies.

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- Lecture
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SUGGESTED ASSESSMENTS

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- Peer assessment
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- Self-evaluation

LEARNING STRAND

5.0 Composition and Compositional Elements

ENDURING UNDERSTANDING(S)

- Everyone can perform, create, and respond to music in meaningful ways.
- Music is organized sound.
- All music has value even if it differs from and individual's musical preference.
- Creating, performing, and responding to music are forms of self-expression.
- Composition entails the combining of the elements of music.
- Composition facilitates the communication of emotions and ideas.

ESSENTIAL QUESTIONS

- How is sound organized to make music?
- Why do people respond or react differently to the same piece of music?
- What inspires someone to create a piece of music?
- How does composition affect the emotional state of the listener?
- How can composition be used to communicate emotions and ideas?

LEARNING OBJECTIVES *The students will :*

- 5.1 Compose rhythmic compositions.
- 5.2 Compose melodies in major and minor tonalities.
- 5.3 Compose melodies over a given chord progression.
- 5.4 Write a four part composition.
- 5.5 Use knowledge of music terminology when composing music.
- 5.6 Identify compositional elements such as tempo, articulations, and dynamics.
- 5.7 Evaluate various compositional elements within a piece of music.
- 5.8 Respond to recorded music written by various composers.

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