

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey 07003

Curriculum Guide

Music Theory I
Grades 9-12

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Conforms to New Jersey Core Content Curriculum Standards for the Visual and Performing Arts

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The Bloomfield Public Schools Vision for Fine Arts

Mission, philosophy and rationale

We, the arts educators of Bloomfield, believe that arts instruction is a core area of education. Arts experiences, knowledge, skills and dispositions are prevalent and integral in the daily lives of people all over the world, not merely a source of entertainment. We believe the schools have an obligation to educate every child, help every child meet his or her fullest potential as a person and member of society, and provide the appropriate learning experiences to meet the goal. The arts are a distinctive part of that obligation. The Bloomfield community embraces the arts and explicitly demands art education as part of the total education for all students.

Arts education uniquely presents learning opportunities for all students, including:

- Increased learning opportunities
 - o Learning through activity (praxis)
 - o Developing innovative mental capabilities
 - o Developing both sides of the brain
 - o Refining motor skills
 - o Encouraging creative thinking
- Increased sense of community and collaboration
 - o Collaborating, working together for the common cause
 - o Unifying diverse communities, culturally, socio-economically
 - o Increasing awareness of surroundings
 - o Development of artistic abilities and sensibilities
 - o Being part of an artistic community
 - o Appreciating the artistic process and recognizing quality in the arts in a postmodern society
 - o Encouraging future artistic endeavors, such as possible arts careers, becoming a consumer of the arts, becoming a supporter of the arts
 - o Coming to know and appreciate artistic creation
 - o Expanding aesthetic sensitivity
- Development of self, self-awareness, emotional quotient ("EQ")
 - o Providing a means of expression, often a mode of nonverbal communication
 - o Providing another path of self-knowledge
 - o Celebrating humanity
 - o Engaging senses
 - o Enhancing lives

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- Cultural and historical context and awareness
 - o Expanding multicultural awareness
 - o Understanding the history of the human condition through the arts
 - o Understanding and appreciating different perspectives

Established Goals: New Jersey Core Content Curriculum Standards

New Jersey Core Content Curriculum Standards for the Visual and Performing Arts

The state of New Jersey has identified the visual and performing arts as core curriculum for all students K-12. Although these standards are not assessed on the state level, it is required that all fine arts curricula address the standards and include them at some level. The state has identified five standards and further clarified their purpose with the big ideas underlying them, as well as the essential questions and enduring understandings they address. The mission of the visual and performing arts is defined by the state as:

The arts contribute to the achievement of social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. (NJCCCS, 2014)

The recent Standards Clarification Project, the state used McTighe and Wiggins' Understanding by Design as a guide for making the standards more accessible and able to be realized in practice. For each of the five primary standards, the underlying big idea was stated, followed by essential questions and enduring understandings. The standards are the overarching goals for the entire visual and performing arts program. Specific goals for each course are addressed in individual curriculum. The 2014 VPA Standards are:

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, an influence of the arts throughout history and across cultures.

Standard 1.3 Performing: All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art

Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgments and analysis to works of art in dance, music, theatre and visual art.

In addition, all Bloomfield curricula address Standards 8 and 9, Technology and 21st Life and Careers:

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Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Standard 8.1: Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment.

Standard 9.1: 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.

Standard 9.2: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.

Standard 9.3: Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.4: Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, licenses and/or degrees.

Standards Clarification Project Grades K-12 Visual and Performing Arts

In 2008, the NJ Department of Education produced the Standards Clarification Project. Although the project was aligned to the 2004 standards, its use of big ideas, essential questions and enduring understandings still undergird the current 2014 standards. The following is a realignment of the clarifications to fit with the current VPA standards.

Standard 1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual art.

Big Idea: An understanding of the elements and principles of art is essential to the creative process and artistic production.

Essential Questions: 1) How do underlying structures unconsciously guide the creation of art works? 2) Does art have boundaries?

Understandings: 1) The arts serve, multiple functions; enlightenment, education and entertainment. 2) Underlying structures in art can be found via analysis and inference. 3) The artistic process can lead to unforeseen or unpredictable outcomes.

Standard 1.2: History of the Arts and Culture: All students will understand the role, development and influence of the arts throughout history and across cultures.

Big Idea: The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.

Essential Questions: 1) does art define culture or does culture define art? 2) What is old and what is new in any work of art? 3) How important is "new" in art?

Understandings: 1) Culture affects self-expression, whether we realize it or not. 2) Every artist has a style; every artistic period has a style.

Standard 1.3: Performing: All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing and /or presenting works of art in dance, music, theatre and visual art.

Big Idea: Active participation in the arts leads to comprehensive understanding of the imaginative and creative process.

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Essential Questions: 1) How does creating and performing in the arts differ from viewing the arts? 2) To what extent does the viewer properly affect and influence the art and the artists and to what extent is the art for the artist?

Understandings: 1) Through the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.

Standard 1.4: Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of art philosophies, judgment and analysis to works of art in dance, music, theatre and visual arts.

Big Idea: Aesthetic knowledge stimulates judgment and imagination, empowering students to interpret, appreciate and extract meaning from the arts through the critical process; students formulate judgments regarding artistic and aesthetic merits of artwork.

Essential Questions: 1) When is art criticism vital and when is it beside the point? 2) Why should I care about the arts? 3) What's the difference between a thoughtful and a thoughtless artistic judgment?

Understandings: 1) Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. 2) The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. 3) Experts can and do disagree about the value, power and source of art. 4) The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.

National Core Arts Standards

The National Core Arts Standards Matrix

The Standards Matrix provides a unified view of the Standards for the five arts disciplines. Helping educators throughout the nation work toward common ends by recommending worthy goals for students as they progress – from grade to grade, instructor to instructor, school to school, or community to community – is one of the key reasons for providing arts standards. Rather than offering simply a compilation of individual skills and knowledge, the National Core Arts Standards integrate the processes, skills and knowledge, sample assessments, and criteria for successful learning into a single organized system that spans PreK-12 and is aligned to the philosophical foundations and lifelong goals. Rooted in backward design, this outcomes-based approach to teaching and learning in the arts emanates from four artistic processes, eleven anchor standards, and PK-12 performance standards articulated by each of the five arts disciplines.

Instructional support resources provide greater insight into the meaning of the standards; provide instructional guidance; and show how student learning can be measured through rich performance tasks. The instructional support resources include enduring understandings, essential questions, process components, glossaries, and model cornerstone assessments with key traits. Some of these support resources are emphasized differently among the arts disciplines. To accommodate these nuances, web-based viewing and reporting options will vary slightly across arts disciplines.

There are numerous advantages of a web-based presentation of standards, including the ability to add content, enhance the site over time, and link to NCCAS organizational member sites for additional resources and professional development opportunities. The site will also allow users to identify how 21st Century skills align to the new standards.

While the standards are rooted in an outcomes-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, performance standards for students up to grade 8 are listed grade-by-grade, in the full knowledge that some schools do not provide instruction in some art forms in certain grades within that span. Notwithstanding this fact, performance

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standards appear at grade level because that is the typical working structure of our nation's PK-8 schools, and the standards are meant as a guide to articulating the place of the arts in those schools. Individual districts will have to work through implementation of these standards within current allocations of time and resources even as they work toward the full availability of the arts for all students.

Because students' selection of arts courses can occur at any grade, the new high school standards are presented in three levels of proficiency rather than by grade. The three levels—Proficient, Accomplished, and Advanced—are flexible enough to accommodate 9 varying degrees of achievement by students during high school, including those who build on their PreK-8 foundation by pursuing deeper engagement in one arts discipline, as well as those who explore a wide range of artistic pursuits and experiences (further defined on page 17).

The standards matrix is a visual aid that shows the arrangement of and relationship among the elements of the National Core Arts Standards. Altogether, these elements will assist local education agencies in writing curriculum. The elements include sample cornerstone assessments – supplied for grades 2, 5, and 8, and for each high school proficiency level – that illustrate how student learning can be assessed through rich performance tasks with clearly identified criteria. These tasks are intended to serve as models to guide the development of local assessments and as such, will eventually be benchmarked with student work and available on the NCCAS website.

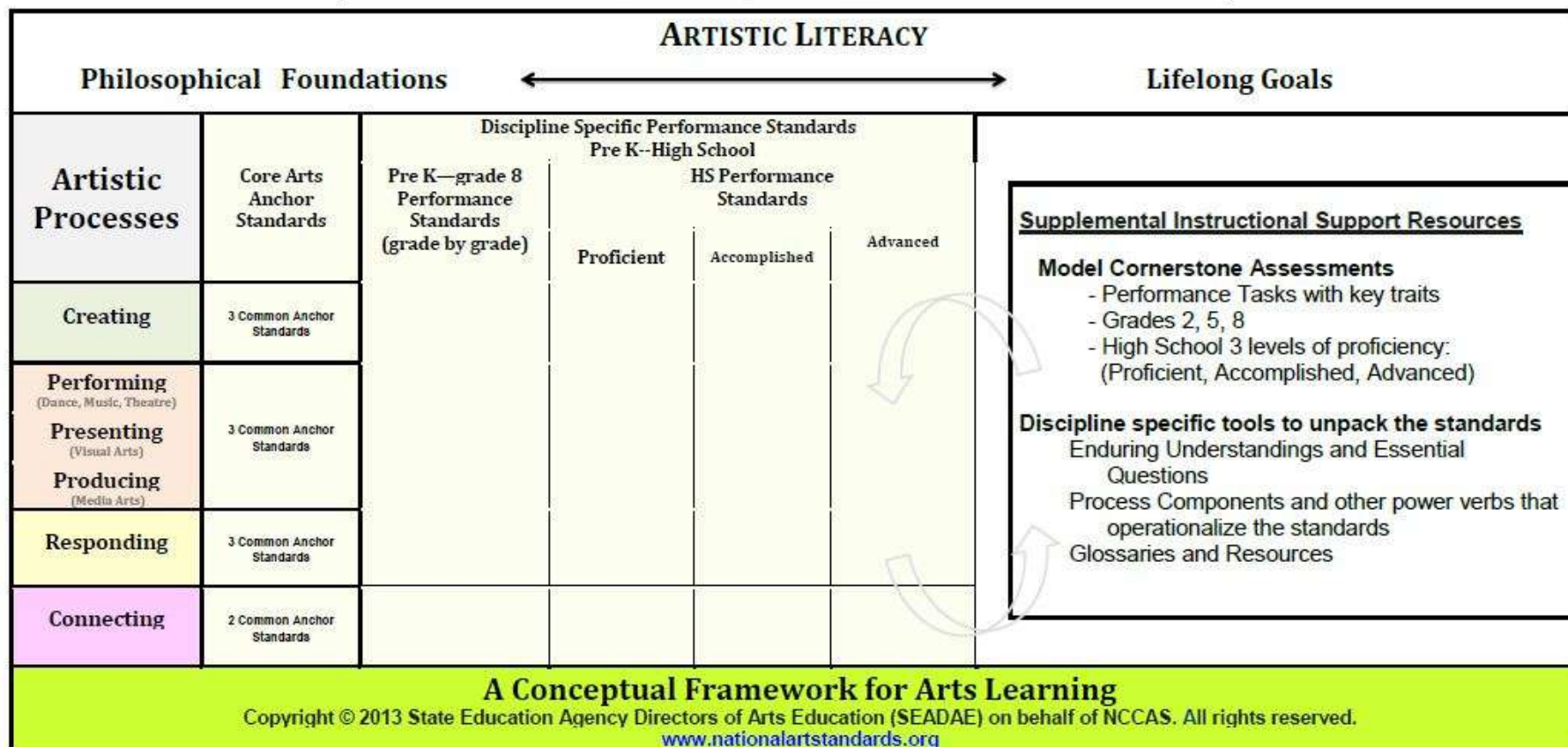
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National Core Arts Standards

DANCE MEDIA ARTS MUSIC THEATRE VISUAL ARTS

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National Core Arts Anchor Standards

Anchor standards

Anchor standards describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy.

National Core Arts Standards Artistic Processes and Anchor Standards			
Artistic Processes			
Creating Definition: Conceiving and developing new artistic ideas and work.	Performing/Presenting/Producing Definitions: Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work.	Responding Definition: Understanding and evaluating how the arts convey meaning.	Connecting Definition: Relating artistic ideas and work with personal meaning and external context.
Anchor Standards			
Students will: 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	Students will: 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	Students will: 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	Students will: 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

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Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Nature of Music	Grade Level	9-12
Curriculum Area	Fine Arts	Time Frame	10 Days
Developed By	Jennifer Khoury, Fine Arts Supervisor		
Desired Results (Stage 1)			
Established Goals			
<ul style="list-style-type: none">Developed a more critically acute awareness of musical structure and content through directed listening and discussionStudied in some depth a range of different works to develop analytical and contextualizing skills as well as learning to express theseLearned how to identify issues inherent and perceived in selected pieces of music and express these coherently and as objectively as possibleDeveloped consciously and critically the ability to communicate ideas and observations about selected pieces of music and their contextDeveloped these communication skills coherently, cogently and self-critically			
Primary Interdisciplinary Connections			
<p>Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.</p> <p>Standard 1.2 History of the Arts and Culture: All students will understand the role, development, an influence of the arts throughout history and across cultures.</p> <p>Standard 1.3 Performing: All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art</p> <p>Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgments and analysis to works of art in dance, music, theatre and visual art.</p> <p>Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>Standard 8.2: Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment.</p> <p>Standard 9.1: 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.</p> <p>Standard 9.2: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.</p> <p>Standard 9.3: Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>Standard 9.4: Career and Technical Education: All students who complete a career and technical education program will acquire academic and</p>			

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technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, licenses and/or degrees.

Anchor Standard #1. Generate and conceptualize artistic ideas.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #4. Analyze, interpret and select artistic work for presentation.

Anchor Standard #5. Develop and refine artistic work for presentation.

Anchor Standard #6. Convey meaning through the presentation of artistic work.

Anchor Standard #7. Perceive and analyze Artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

21st Century Interdisciplinary Themes:

☒ Global Awareness

☐ Civic Literacy

☐ Financial, economic, business, and entrepreneurial literacy

☐ Health Literacy

Transfer

Students will be able to independently use their learning to...

- Examine musical works in contextual detail.
- Survey the means by which these selected works may be analyzed and contextualized
- Explore through the use of presentations and musical examples each of the musical works and their context.
- Explore some of the connections between the works chosen and their analytical methodology.

Meaning

Understandings

Students will understand that...

- 1) Music is a non-linguistic communication system.
- 2) Music theory systems are dynamic and changing.
- 3) Music theory is rooted in Ancient Greek and Roman ideals of beauty.
- 4) There are many music theory systems and the theory explored in this course originated in Western Europe.
- 5) Combination and manipulation of musical elements makes a piece of music more or less successful. Knowing theory doesn't guarantee a "good" piece of music.
- 6) Critique is an essential process to music making.

Essential Questions

Students will keep considering...

- 1) What is music?
- 2) How do we use elements of music to communicate?
- 3) Why is there more than one system of music theory?
- 4) What purpose does a system serve?
- 5) What makes a piece of music successful or unsuccessful?
- 6) How does the study of music from different historical periods and cultures enrich my understanding of music today?

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7) The elements of music contribute to music's aesthetic and expressive nature.		
Acquisition		
Knowledge Students will know...		Skills Students will be able to...
<ul style="list-style-type: none"> Identify inherent elements of music Recognize how Western culture influenced the system of theory 		<ul style="list-style-type: none"> Draw musical symbols Listen to pieces from around the world to identify basic elements common throughout.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<ul style="list-style-type: none"> Established Goals Transfer Goals Enduring Understandings Essential Questions Knowledge Skills 	<ul style="list-style-type: none"> Expression & Creativity Technique Assignment Comprehension Effort Written Reflection 	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none"> Lecture Modeling/ Demonstration Class Discussion Co-operative Learning & Group Projects Video Critique Field Trip Kinesthetic Exercises Individual Conferencing during studio time
		Summative <ul style="list-style-type: none"> Quizzes/Tests Journal Oral Presentations Writing Assignments Peer Evaluations Teacher observation of group activity. Homework In-Class Participation Self-evaluations Critiques

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		<u>Other Evidence</u>
		Formative
		Summative

Learning Plan (Stage 3)		
Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>		
	Required Activities	Required Resources
Individual	<ul style="list-style-type: none"> - Develop compositional skills that apply basic theory - Learn how to evaluate one's own and others' performances in relation to music standards - Practice careful and attentive listening - Develop focus and perseverance in learning new works - Demonstrate the ability to identify, compose and perform various time and key signatures - Relate the musical work composed and its historical relationship to society. - Compare traditional theory and how it is used in contemporary music. 	<ul style="list-style-type: none"> - Internet - Staff Paper - Notation Software
	Suggested Activities	Suggested Resources
	<ul style="list-style-type: none"> - Determine student's knowledge/background in music theory. - Listen to numerous pieces from all over the world to identify basic elements common throughout. - Practice drawing symbols, reproduce notation by hand. 	

Strategies for Differentiation
Lecture, cooperative/group learning, individual conferencing, modeling, demonstration, images, graphic organizers

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Vocabulary
Meter Rhythm Dynamics Melody Harmony Style Tempo

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Understanding by Design Unit Template

Title of Unit	Meter & Rhythm	Grade Level	9-12
Curriculum Area	Fine Arts	Time Frame	43 Days
Developed By	Jennifer Khoury, Fine Arts Supervisor		
Desired Results (Stage 1)			
Established Goals			
Students will be able to independently use their learning to sight read and dictate rhythms in various time signatures.			
Primary Interdisciplinary Connections			
Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.			
Standard 1.2 History of the Arts and Culture: All students will understand the role, development, an influence of the arts throughout history and across cultures.			
Standard 1.3 Performing: All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art			
Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgments and analysis to works of art in dance, music, theatre and visual art.			
Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.			
Standard 8.2: Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment.			
Standard 9.1: 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.			
Standard 9.2: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.			
Standard 9.3: Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.			
Standard 9.4: Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, licenses and/or degrees.			
Anchor Standard #1. Generate and conceptualize artistic ideas.			
Anchor Standard #2. Organize and develop artistic ideas and work.			
Anchor Standard #3. Refine and complete artistic work.			
Anchor Standard #4. Analyze, interpret and select artistic work for presentation.			

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Anchor Standard #5. Develop and refine artistic work for presentation.
Anchor Standard #6. Convey meaning through the presentation of artistic work.
Anchor Standard #7. Perceive and analyze Artistic work.
Anchor Standard #8. Interpret intent and meaning in artistic work.
Anchor Standard #9. Apply criteria to evaluate artistic work.
Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

21st Century Interdisciplinary Themes:

☒ Global Awareness
☐ Civic Literacy

☐ Financial, economic, business, and entrepreneurial literacy
☐ Health Literacy

Transfer

Students will be able to independently use their learning to...

- Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
- Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
- Analyze how the elements of music are manipulated in original or prepared musical scores.
- Arrange simple pieces for vocal or instrumental music using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.
- Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works

Meaning

Understandings

Students will understand that...

1. Music is a non-linguistic communication system.
2. Music theory systems are dynamic and changing.
3. Music theory is rooted in Ancient Greek and Roman ideals of beauty.
4. There are many music theory systems and the theory explored in this course originated in Western Europe.
5. Combination and manipulation of musical elements makes a piece of music more or less successful. Knowing theory doesn't guarantee a "good" piece of music.
6. Critique is an essential process to music making.
7. The elements of music contribute to music's aesthetic and expressive nature.

Essential Questions

Students will keep considering...

1. How do we use elements of music to communicate?
2. What purpose does a system serve?
3. What makes a piece of music successful or unsuccessful?
4. What can be learned from analyzing and evaluating the music of others? Myself?
5. How does the study of music from different historical periods and cultures enrich my understanding of music today?

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Acquisition		
Knowledge Students will know...		Skills Students will be able to...
<ul style="list-style-type: none">• The relationship between durational symbols.• The steady sub-divisions of the beat.• The difference between simple and compound meter.• The function of the top and bottom numbers of a time signature.• Stress and release is defined by time signature.• Why a time signature is important when reading or composing music.• The roles of bar lines and measures and how they relate to organized meter.		<ul style="list-style-type: none">• Compare and contrast stress and release.• Perform the various note lengths against a constant pulse.• Transform written rhythms into spoken words in time.• Complete a measure of music with appropriate beat length.• Apply a time signature to a given piece of music.• Conduct various beat patterns in time with a metronome.• Properly dictate teacher-generated rhythmic examples.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<ul style="list-style-type: none">• Established Goals• Transfer Goals• Enduring Understandings• Essential Questions• Knowledge• Skills	<ul style="list-style-type: none">• Expression & Creativity• Technique• Assignment Comprehension• Effort• Written Reflection	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none">• Lecture• Modeling/ Demonstration• Class Discussion• Co-operative Learning & Group Projects• Video• Critique• Field Trip• Kinesthetic Exercises• Individual Conferencing during studio time
		Summative <ul style="list-style-type: none">• Quizzes/Tests• Journal• Oral Presentations• Writing Assignments• Peer Evaluations• Teacher observation of group activity.• Homework• In-Class Participation• Self-evaluations• Critiques

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		<u>Other Evidence</u> Formative
		Summative
Learning Plan (Stage 3)		
Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>		
	Required Activities	Required Resources
	<ul style="list-style-type: none"> - Teacher-led discussion on comparing and contrasting stress and release. - Teacher-led discussions on performing the various note lengths against a constant pulse. - Performing rhythmic duets with a classmate, using body percussion, against a constant tempo. - Teacher-led discussion on transforming written rhythms into spoken words in time. - Teacher-led discussion on conducting various beat patterns in time with a metronome. - Teacher-led discussion on completing a measure of music with appropriate beat length. 	<ul style="list-style-type: none"> - Internet - Worksheet - Staff Paper - Notation Software
	Suggested Activities	Suggested Resources
	<ul style="list-style-type: none"> - Listening to music and determining where the stressed and unstressed beats are found. - Clapping different beat lengths along with a steady pulse. - Vocalizing different beat lengths along with a steady pulse. - Practice worksheets on properly filling in measures with the correct amount of beats. 	

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Strategies for Differentiation

Lecture, cooperative/group learning, individual conferencing, modeling, demonstration, images, graphic organizers

Vocabulary

Meter	Time signature	Whole note	Tempo
Compound meter	Beat	Half note	Allegro
Simple meter	Macro beat	Quarter note	Andante
Duple meter	Micro beat	Eighth note	Adagio
Triple meter	Mixed meter	Sixteenth note	Lento
Quadruple meter	Uneven meter	Dotted notes and rests	Largo
	Syncopation	Whole rest	Moderato
	Hemiola Tie	Half rest	Presto
		Quarter rest	Grave
		Eighth rest	Vivace
		Sixteenth rest	

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Understanding by Design Unit Template

Title of Unit	Melody	Grade Level	9-12
Curriculum Area	Fine Arts	Time Frame	42 Days
Developed By	Jennifer Khoury, Fine Arts Supervisor		
Desired Results (Stage 1)			
Established Goals			
Students will be able to independently use their learning to hear, write and sing melodies			
Primary Interdisciplinary Connections			
Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.			
Standard 1.2 History of the Arts and Culture: All students will understand the role, development, an influence of the arts throughout history and across cultures.			
Standard 1.3 Performing: All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art			
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Anchor Standard #1. Generate and conceptualize artistic ideas.			
Anchor Standard #2. Organize and develop artistic ideas and work.			
Anchor Standard #3. Refine and complete artistic work.			
Anchor Standard #4. Analyze, interpret and select artistic work for presentation.			
Anchor Standard #5. Develop and refine artistic work for presentation.			

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Anchor Standard #6. Convey meaning through the presentation of artistic work.
Anchor Standard #7. Perceive and analyze Artistic work.
Anchor Standard #8. Interpret intent and meaning in artistic work.
Anchor Standard #9. Apply criteria to evaluate artistic work.
Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

21st Century Interdisciplinary Themes:

☒ Global Awareness
☐ Civic Literacy

☐ Financial, economic, business, and entrepreneurial literacy
☐ Health Literacy

Transfer

Students will be able to independently use their learning to...

- Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
- Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
- Analyze how the elements of music are manipulated in original or prepared musical scores.
- Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
- Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

Meaning

Understandings

Students will understand that...

- 1) Western tonal theory posits there is one primary pitch in a piece of music and all other pitches have a subsidiary relationship to that pitch.
- 2) There is a fundamental relationship between pitches that influences the success of melodies.
- 3) Music is a non-linguistic communication system.
- 4) Music theory systems are dynamic and changing.
- 5) Music theory is rooted in Ancient Greek and Roman ideals of beauty.
- 6) Combination and manipulation of musical elements makes a piece of music more or less successful. Knowing theory doesn't guarantee a "good" piece of music.
- 7) Critique is an essential process to music making.
- 8) The elements of music contribute to music's aesthetic and expressive nature.

Essential Questions

Students will keep considering...

- 1) How do we use elements of music to communicate?
- 2) What purpose does a system serve?
- 3) What makes a piece of music successful or unsuccessful?
- 4) What can be learned from analyzing and evaluating the music of others? Myself?
- 5) How does the study of music from different historical periods and cultures enrich my understanding of music today?

Music Theory I, 9-12 Curriculum Guide

Acquisition		
Knowledge Students will know...		Skills Students will be able to...
<ul style="list-style-type: none">• How to apply melodic pitches to rhythm.• Melodies are a sequence of pitches.• Different genres treat tonality differently.• Tonality defines the function of pitch.• The purpose of a key signature.• How to construct the seven modes starting on any pitch.• What the seven modes sound like.• Various names of each scale degree.• Diatonic scales are spelled in alphabetical order• How to label melodic intervals.		<ul style="list-style-type: none">• Compose a melody within a given collection of pitches.• Perform and notate the chromatic and whole tone scale.• Aurally and visually identify the tonic note within a collection of pitches.• Apply pitches to a sequence.• Write a tonal melody.• Write and identify key signatures• Aurally distinguish between modes.• Compose a melody within a given mode.• Write and aurally identify melodic intervals.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<ul style="list-style-type: none">• Established Goals• Transfer Goals• Enduring Understandings• Essential Questions• Knowledge• Skills	<ul style="list-style-type: none">• Expression & Creativity• Technique• Assignment Comprehension• Effort• Written Reflection	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none">• Lecture• Modeling/ Demonstration• Class Discussion• Co-operative Learning & Group Projects• Video• Critique• Field Trip• Kinesthetic Exercises• Individual Conferencing during studio time
		Summative <ul style="list-style-type: none">• Quizzes/Tests• Journal• Oral Presentations• Writing Assignments• Peer Evaluations• Teacher observation of group activity.

Music Theory I, 9-12 Curriculum Guide

		<ul style="list-style-type: none"> • Homework • In-Class Participation • Self-evaluations • Critiques
		<u>Other Evidence</u> Formative
		Summative

Learning Plan (Stage 3)

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
	1. Tests and Quizzes on pitch matching, scale design (written and aural), key signatures and circle of 5ths (written and performed) 2. Dialogue on various methods of sight-singing 3. Self and peer assessment of sight-singing	<ul style="list-style-type: none"> - Internet - Worksheet - Staff Paper - Notation Software
	Suggested Activities	Suggested Resources
	<ul style="list-style-type: none"> - Teacher-led discussion on melody as the sing-able part of a tune and melody - Students will sing diatonic melodies - Students will dictate diatonic and chromatic melodies. 	

Strategies for Differentiation

Lecture, cooperative/group learning, individual conferencing, modeling, demonstration, images, graphic organizers

Music Theory I, 9-12

Curriculum Guide

Vocabulary

Pitch	Leger Lines	Octave
Staff	Contour	Tonic
Treble Clef	Major	Supertonic
Bass Clef	Minor	Mediant
Intervals	Augmented	Subdominant
Diminished	Scale	Dominant
Tritone	Scale Degree	Submediant
Leap	Melodic Minor	Leading
Step	Harmonic Minor	Tone
Clef	Natural Minor	

Music Theory I, 9-12

Curriculum Guide

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Harmony	Grade Level	9-12
Curriculum Area	Fine Arts	Time Frame	75 Days
Developed By	Jennifer Khoury, Fine Arts Supervisor		
Desired Results (Stage 1)			
Established Goals			
<ul style="list-style-type: none">• Chord Creation• To harmonize melodies• To build progressions following western tonal models and rules of voice leading			
Primary Interdisciplinary Connections			
Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.			
Standard 1.2 History of the Arts and Culture: All students will understand the role, development, an influence of the arts throughout history and across cultures.			
Standard 1.3 Performing: All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art			
Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgments and analysis to works of art in dance, music, theatre and visual art.			
Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.			
Standard 8.2: Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment.			
Standard 9.1: 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.			
Standard 9.2: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.			
Standard 9.3: Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.			
Standard 9.4: Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, licenses and/or degrees.			
Anchor Standard #1. Generate and conceptualize artistic ideas.			
Anchor Standard #2. Organize and develop artistic ideas and work.			
Anchor Standard #3. Refine and complete artistic work.			
Anchor Standard #4. Analyze, interpret and select artistic work for presentation.			

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Anchor Standard #5. Develop and refine artistic work for presentation.
Anchor Standard #6. Convey meaning through the presentation of artistic work.
Anchor Standard #7. Perceive and analyze Artistic work.
Anchor Standard #8. Interpret intent and meaning in artistic work.
Anchor Standard #9. Apply criteria to evaluate artistic work.
Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

21st Century Interdisciplinary Themes:

☒ Global Awareness
☐ Civic Literacy

☐ Financial, economic, business, and entrepreneurial literacy
☐ Health Literacy

Transfer

Students will be able to independently use their learning to...

Understand how a chord is related to the key and to the other chords in a piece of music.

Meaning

Understandings

Students will understand that...

1. Western tonal theory posits there is one primary pitch and all other pitches have a subsidiary relationship to that pitch.
2. Music is a non-linguistic communication system.
3. Music theory systems are dynamic and changing.
4. Music theory is rooted in Ancient Greek and Roman ideals of beauty.
5. Combination and manipulation of musical elements makes a piece of music more or less successful. Knowing theory doesn't guarantee a "good" piece of music.
6. Critique is an essential process to music making.
7. The elements of music contribute to music's aesthetic and expressive nature.

Essential Questions

Students will keep considering...

1. How do we use elements of music to communicate?
2. What purpose does a system serve?
3. What makes a piece of music successful or unsuccessful?
4. What can be learned from analyzing and evaluating the music of others? Myself?
5. How does the study of music from different historical periods and cultures enrich my understanding of music today?

Music Theory I, 9-12 Curriculum Guide

Acquisition		
Knowledge Students will know...		Skills Students will be able to...
<div>1. Harmonizing a melody in a major key</div> <div>2. Broken chords and arpeggiated accompaniments</div> <div>3. Passing and neighboring tones</div> <div>4. Composing a melody in a major key</div> <div>5. Ear training</div>		<div>1. Chord Creation</div> <div>2. To harmonize melodies</div>
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<div><div>• Established Goals</div><div>• Transfer Goals</div><div>• Enduring Understandings</div><div>• Essential Questions</div><div>• Knowledge</div><div>• Skills</div></div>	<div><div>• Expression & Creativity</div><div>• Technique</div><div>• Assignment Comprehension</div><div>• Effort</div><div>• Written Reflection</div></div>	<div><u>Transfer Task(s)</u></div> <div>Formative</div> <div><div>• Lecture</div><div>• Modeling/ Demonstration</div><div>• Class Discussion</div><div>• Co-operative Learning & Group Projects</div><div>• Video</div><div>• Critique</div><div>• Field Trip</div><div>• Kinesthetic Exercises</div><div>• Individual Conferencing during studio time</div></div>
		<div>Summative</div> <div><div>• Quizzes/Tests</div><div>• Journal</div><div>• Oral Presentations</div><div>• Writing Assignments</div><div>• Peer Evaluations</div><div>• Teacher observation of group activity.</div><div>• Homework</div><div>• In-Class Participation</div><div>• Self-evaluations</div><div>• Critiques</div></div>

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		<u>Other Evidence</u> Formative
		Summative
Learning Plan (Stage 3)		
Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>		
	Required Activities	Required Resources
	<ul style="list-style-type: none"> - Teacher-led discussion on comparing and contrasting stress and release. - Teacher-led discussions on performing the various note lengths against a constant pulse. - Performing rhythmic duets with a classmate, using body percussion, against a constant tempo. - Teacher-led discussion on transforming written rhythms into spoken words in time. - Teacher-led discussion on conducting various beat patterns in time with a metronome. - Teacher-led discussion on completing a measure of music with appropriate beat length. 	<ul style="list-style-type: none"> - Internet - Worksheet - Staff Paper - Notation Software
	Suggested Activities	Suggested Resources
	<ul style="list-style-type: none"> - Listening to music and determining where the stressed and unstressed beats are found. - Clapping different beat lengths along with a steady pulse. - Vocalizing different beat lengths along with a steady pulse. - Practice worksheets on properly filling in measures with the correct amount of beats. 	

Music Theory I, 9-12

Curriculum Guide

Strategies for Differentiation

Lecture, cooperative/group learning, individual conferencing, modeling, demonstration, images, graphic organizers

Vocabulary

Meter	Time signature	Whole note	Tempo
Compound meter	Beat	Half note	Allegro
Simple meter	Macro beat	Quarter note	Andante
Duple meter	Micro beat	Eighth note	Adagio
Triple meter	Mixed meter	Sixteenth note	Lento
Quadruple meter	Uneven meter	Dotted notes and rests	Largo
	Syncopation	Whole rest	Moderato
	Hemiola Tie	Half rest	Presto
		Quarter rest	Grave
		Eighth rest	Vivace
		Sixteenth rest	

Music Theory I, 9-12

Curriculum Guide

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Form	Grade Level	9-12
Curriculum Area	Fine Arts	Time Frame	75 Days
Developed By	Jennifer Khoury, Fine Arts Supervisor		
Desired Results (Stage 1)			
Established Goals			
<ul style="list-style-type: none">Label each large section with a letter.Give a name to a form that is very common.			
Primary Interdisciplinary Connections			
Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.			
Standard 1.2 History of the Arts and Culture: All students will understand the role, development, an influence of the arts throughout history and across cultures.			
Standard 1.3 Performing: All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art			
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Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.			
Standard 8.2: Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment.			
Standard 9.1: 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.			
Standard 9.2: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.			
Standard 9.3: Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.			
Standard 9.4: Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, licenses and/or degrees.			
Anchor Standard #1. Generate and conceptualize artistic ideas.			
Anchor Standard #2. Organize and develop artistic ideas and work.			
Anchor Standard #3. Refine and complete artistic work.			
Anchor Standard #4. Analyze, interpret and select artistic work for presentation.			
Anchor Standard #5. Develop and refine artistic work for presentation.			

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Anchor Standard #6. Convey meaning through the presentation of artistic work.
Anchor Standard #7. Perceive and analyze Artistic work.
Anchor Standard #8. Interpret intent and meaning in artistic work.
Anchor Standard #9. Apply criteria to evaluate artistic work.
Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

21st Century Interdisciplinary Themes:

☒ Global Awareness
☐ Civic Literacy

☐ Financial, economic, business, and entrepreneurial literacy
☐ Health Literacy

Transfer

Students will be able to independently use their learning to...
 Analyze the step structure of music on both the staff and the musical keyboard.

Meaning

Understandings

Students will understand that...

1. Music is a non-linguistic communication system.
2. Music theory systems are dynamic and changing.
3. Music theory is rooted in Ancient Greek and Roman ideals of beauty.
4. Combination and manipulation of musical elements makes a piece of music more or less successful. Knowing theory doesn't guarantee a "good" piece of music.
5. Critique is an essential process to music making.
6. The elements of music contribute to music's aesthetic and expressive nature.

Essential Questions

Students will keep considering...

1. How do we use elements of music to communicate?
2. What purpose does a system serve?
3. What makes a piece of music successful or unsuccessful?
4. What can be learned from analyzing and evaluating the music of others? Myself?
5. How does the study of music from different historical periods and cultures enrich my understanding of music today?

Music Theory I, 9-12 Curriculum Guide

Acquisition		
Knowledge Students will know...		Skills Students will be able to...
<ol style="list-style-type: none">For each major scale and key, there is a relative minor scale and key that shares its key signature.There are three forms of the minor scale: natural, harmonic, and melodic.		<ol style="list-style-type: none">Analyze how a piece of music is constructed.Use all elements of music to construct a complex piece.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<ul style="list-style-type: none">Established GoalsTransfer GoalsEnduring UnderstandingsEssential QuestionsKnowledgeSkills	<ul style="list-style-type: none">Expression & CreativityTechniqueAssignment ComprehensionEffortWritten Reflection	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none">LectureModeling/ DemonstrationClass DiscussionCo-operative Learning & Group ProjectsVideoCritiqueField TripKinesthetic ExercisesIndividual Conferencing during studio time
		Summative <ul style="list-style-type: none">Quizzes/TestsJournalOral PresentationsWriting AssignmentsPeer EvaluationsTeacher observation of group activity.HomeworkIn-Class ParticipationSelf-evaluationsCritiques

Music Theory I, 9-12 Curriculum Guide

		<u>Other Evidence</u> Formative
		Summative

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
	<p>Listening to music in order to identify:</p> <ol style="list-style-type: none"> 1. Verses 2. Refrains 3. Bridge Sections 4. Instrumentals <p>Listen to and identify various types of form:</p> <ol style="list-style-type: none"> 1. Strophic 2. Variations 3. Jazz Standard 4. Rondo 5. Binary Form 6. Ternary Form 7. Cyclic Form 8. Sonata 	<ul style="list-style-type: none"> - Internet - Worksheet - Staff Paper - Notation Software
	Suggested Activities	Suggested Resources
	<ul style="list-style-type: none"> - Listening - Written Exercises - Composition 	

Music Theory I, 9-12

Curriculum Guide

Strategies for Differentiation
Lecture, cooperative/group learning, individual conferencing, modeling, demonstration, images, graphic organizers

Vocabulary
Binary Form Ternary Form Phrase Period Movement