

**Curriculum Development
In the Fairfield Public Schools**

**FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT**

MUSIC THEORY I

Board of Education Approved 04/24/2007

MUSIC THEORY I

Statement of Purpose

Music is inherent in the very nature of man and therefore must be an integral part of a child's education. We believe that music students in Fairfield's high schools will develop an appreciation of music and be able to intelligently express their opinions, as well as become educated consumers of music. Music Theory teaches the elements of music that provide the tools necessary to create music and convey its essence to others. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities.

Audience

Grades 10 - 12

Prerequisites

A working knowledge of music notation and computers is recommended. Approval of the instructor.

Design and Description

1 Credit

This class is open to all students in grades 10 -12 who wish to develop skills in music theory. It is appropriate for students in band, orchestra, and chorus as well as the non-performing student interested in an introductory course in music theory. Students will study elements of music theory including notation, scales, rhythm, solfege, ear training, vocabulary, melody, harmony, form, analysis and composition. Technological integration will include computer-based composition and ear training. This is a one-semester class that meets five days per week.

Course Objectives

Students will be able to:

- sing in tune, using solfege (movable Do), intervals and simple melodies.
- perform scales and simple melodies in treble and bass clef on the keyboard.
- compose music using the traditional elements of harmony.
- demonstrate the ability to analyze simple instrumental or vocal scores by identifying how the elements of music are used.
- use standard notation to record their musical ideas and the musical ideas of others.
- notate aural examples of simple melodic, rhythmic and harmonic dictation.
- identify and explain simple compositional devices and techniques used in aural and written examples of various musical styles, using music vocabulary.
- evaluate compositions using specific musical criteria.
- describe the relationships between music history, cultures and other academic and artistic disciplines.
- understand the physics of sound production.
- understand the basics of writing and reading music notation.
- understand the organizational relationships of Western music.

- understand the use of diatonic solfege syllables.
- understand the relationship between various pitch intervals.
- learn the basics of musical harmonic structure and the various methods for noting those chords.
- understand the formula for constructing various chords and inversions.
- recognize and understand the function of harmonic and rhythmic cadences and non-harmonic tones.

Skill Objectives

Students will:

- identify pitch on the grand staff.
- compute specific frequencies for a given pitch.
- write music examples using standard music notation.
- recognize both aurally and visually various sequences of pitches.
- transpose pitch sequences to various keys.
- sing melodies and pitch sequences using solfege syllables.
- identify both aurally and visually the distance and quality of various pitch intervals.
- harmonize given melodies using their knowledge of harmonic structure.
- analyze existing literature using various methods of harmonic notation.
- identify aurally and visually cadences and non-harmonic tones in existing literature.
- write musical examples of various cadences and non-harmonic tones.

Music Standards

Instrumental

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

Students will perform in small ensembles with one student on a part.

Composition

Students will compose and arrange music.

Students will arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

Students will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

Notation

Students will read and notate music.

Students will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

Analysis

Students will listen to, describe and analyze music.

Students will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

Students will demonstrate extensive knowledge of the technical vocabulary of music.

Students will identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

Information and Technology Standards (to be added)

Essential Questions

- What are the essential elements and concepts of composition in Western Music?
- What skills are needed to develop musical aptitude and aural acuity?
- How do composers convey purpose, meaning and expression in music?

Focus Questions

- How is sound produced and what causes pitch change?
- What are the basic elements of music notation, and what are their historical origins?
- How are beats organized and notated?
- How are pitches organized?
- How are different scales and modes defined and related?
- What is the origin of Solfeggio syllables and how are they used today?
- How does the Circle of Fifths identify key signatures?
- How are intervals defined?
- What are the qualities that define dissonance and consonance?
- What are the various methods of intonation and their origin?
- How are chords constructed?
- How do Roman Numerals define harmonic function?
- How do modern chord symbols relate to Roman numeral notation?
- How is figured bass realized and what is its historical significance?
- What is the function of a cadence?
- What are the various types of cadences?
- What are non-harmonic tones and how are they identified?

UNITS of STUDY

Ongoing units of study: (continuing throughout this course)

Music Standards

Instrumental

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

Students will perform in small ensembles with one student on a part.

Composition

Students will compose and arrange music.

Students will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

Notation

Students will read and notate music.

Students will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

Analysis

Students will listen to, describe and analyze music.

Students will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

Students will demonstrate extensive knowledge of the technical vocabulary of music.

Students will identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

Essential Question

- What skills are needed to develop musical aptitude and aural acuity?

Core Topics

- Ear training
- Dictation
- Sight singing
- Piano / Keyboard utilization
- Software and Web based Music Theory Applications

Unit Objectives

Students will be able to:

- sing in tune, using solfege (movable Do), intervals and simple melodies.
- perform scales and simple melodies in treble and bass clef on the keyboard.
- compose music using the traditional elements of harmony.
- demonstrate the ability to analyze simple instrumental or vocal scores by identifying how the elements of music are used.
- use standard notation to record their musical ideas and the musical ideas of others.
- notate aural examples of simple melodic, rhythmic and harmonic dictation.
- identify and explain simple compositional devices and techniques used in aural and written examples of various musical styles, using music vocabulary.
- evaluate compositions using specific musical criteria.
- describe the relationships between music history, cultures and other academic and artistic disciplines.

Sample Assessment

Name_____

Date_____

MUSIC THEORY EAR TRAINING QUIZ

INTERVALS Label both Quantity and Quality (Perfect – Major – minor – Augmented – Diminished)

Ascending Diatonic

P – M – m

Fixed Root

1____ 2____ 3____ 4____ 5____ 6____ 7____ 8____ 9____ 10____

Descending Diatonic

P – M – m

Fixed Root

1____ 2____ 3____ 4____ 5____ 6____ 7____ 8____ 9____ 10____

Unit 1: Elementary Acoustics and Basic Notation

Music Standards

Notation

Students will read and notate music.

Students will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

Analysis

Students will listen to, describe and analyze music.

Students will demonstrate extensive knowledge of the technical vocabulary of music.

Essential Questions

- What are the essential elements and concepts of composition in Western Music?
- What skills are needed to develop musical aptitude and aural acuity?
- How do composers convey purpose, meaning and expression in music?

Focus Questions

- How is sound produced and what causes pitch change?
- What are the basic elements of music notation, and what are their historical origins?
- How are beats organized and notated?

Core Topics

- Vibration and Frequency
- Sound Production
- Timbre
- Overtone Series
- Pitch and its notation
- Rhythm and its notation
- Tempo
- Time Signature
- Syncopation
- Compound and Simple Meter
- Dynamic notation

Unit Objectives

Students will be able to:

- understand the physics of sound production.
- understand the basics of writing and reading music notation.

Skill Objectives

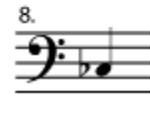
Students will:

- identify pitch on the graph staff.
- compute specific frequencies for a given pitch.
- write music examples using standard music notation.

Sample Assessment

Identify the following pitches:

1.  2.  3.  4. 

5.  6.  7.  8. 

Pacing

3-4 weeks

Unit 2: Scales, Tonality, Key and Introduction to Modes

Music Standards

Notation

Students will read and notate music.

Students will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

Analysis

Students will listen to, describe and analyze music.

Students will demonstrate extensive knowledge of the technical vocabulary of music.

Essential Questions

- What are the essential elements and concepts of composition in Western Music?
- What skills are needed to develop musical aptitude and aural acuity?
- How do composers convey purpose, meaning and expression in music?

Focus Questions

- How are pitches organized?
- How are different scales and modes defined and related?
- What is the origin of Solfeggio syllables and how are they used today?
- How does the Circle of Fifths identify key signatures?

Core Topics

- Scales
- Scale Degrees
- Circle of Fifths
- Scale relationships
- Keys and Tonality
- Solfeggio Syllables
- Introduction to Modes

Unit Objectives

Students will be able to:

- understand the organizational relationships of Western music.
- understand the use of diatonic solfege syllables.

Skill Objectives

Students will:

- recognize both aurally and visually various sequences of pitches.
- transpose pitch sequences to various keys.
- sing melodies and pitch sequences using solfege syllables.

Sample Assessment

Write the following key signatures correctly and name the major keys that they represent:

3 flats 4 sharps 5 flats 5 sharps 7 sharps

Pacing

3-4 weeks

Unit 3: Intervals and Transposition

Music Standards

Notation

Students will read and notate music.

Students will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

Analysis

Students will listen to, describe and analyze music.

Students will demonstrate extensive knowledge of the technical vocabulary of music.

Essential Questions

- What are the essential elements and concepts of composition in Western Music?
- What skills are needed to develop musical aptitude and aural acuity?
- How do composers convey purpose, meaning and expression in music?

Focus Questions

- How are intervals defined?
- What are the qualities that define dissonance and consonance?
- What are the various methods of intonation and their origin?

Core Topics

- Intervals
- Quantity and Quality
- Consonance and Dissonance
- Inversion of Intervals
- Compound and Simple Intervals
- Tuning systems

Unit Objective

Students will be able to:

- understand the relationship between various pitch intervals.

Skill Objective

Students will:

- identify both aurally and visually the distance and quality of various pitch intervals.

Sample Assessment

Label the following intervals:



Pacing

3-4 weeks

Unit 4: Chords

Music Standards

Composition

Students will compose and arrange music.

Students will arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

Students will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

Notation

Students will read and notate music.

Students will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

Analysis

Students will listen to, describe and analyze music.

Students will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

Students will demonstrate extensive knowledge of the technical vocabulary of music.

Students will identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

Essential Questions

- What are the essential elements and concepts of composition in Western Music?
- What skills are needed to develop musical aptitude and aural acuity?
- How do composers convey purpose, meaning and expression in music?

Focus Questions

- How are chords constructed?
- How do Roman Numerals define harmonic function?
- How do modern chord symbols relate to Roman Numeral notation?
- How is figured bass realized and what is its historical significance?

Core Topics

- Triads and Inversions
- Diatonic Triads
- Roman Numeral Harmonic Analysis
- Seventh Chords

- Figured Bass Realization
- Modern Chord Symbol Notation

Unit Objectives

Students will be able to:

- learn the basics of musical harmonic structure and the various methods for noting those chords.
- understand the formula for constructing various chords and inversions.

Skill Objectives

Students will:

- harmonize given melodies using their knowledge of harmonic structure.
- analyze existing literature using various methods of harmonic notation.

Sample Assessment

Label the chord:

1. Dominant in C major
2. Subdominant in E major
3. Tonic in G sharp major
4. Mediant in F major
5. Supertonic in D major
6. Submediant in C major
7. Dominant seventh in A major

Pacing

5-6 weeks

Unit 5: Cadences and Non-Harmonic Tones

Music Standards

Composition

Students will compose and arrange music.

Students will arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

Students will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

Notation

Students will read and notate music.

Students will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

Analysis

Students will listen to, describe and analyze music.

Students will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

Students will demonstrate extensive knowledge of the technical vocabulary of music.

Students will identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

Essential Questions

- What are the essential elements and concepts of composition in Western Music?
- What skills are needed to develop musical aptitude and aural acuity?
- How do composers convey purpose, meaning and expression in music?

Focus Questions

- What is the function of a cadence?
- What are the various types of cadences?
- What are non-harmonic tones and how are they identified?

Core Topics

- Harmonic Cadences
- Rhythmic Cadences
- Accented and Unaccented Non-Harmonic Tones

Unit Objectives

Students will be able to:

- recognize and understand the function of harmonic and rhythmic cadences and non-harmonic tones.

Skill Objectives

Students will:

- identify aurally and visually cadences and non-harmonic tones in existing literature.
- write musical examples of various cadences and non-harmonic tones.

Sample Assessment

Identify the circled non-harmonic tones:

Mozart, Sonata K.333, I

The image displays two systems of musical notation for Mozart's Sonata K.333, I. Each system consists of a grand staff with a treble and bass clef. Above the first system, four chord symbols are written in red: B♭, Gm, Cm, and F7. Below the first system, four chord symbols are written in black: B♭, I, vi, ii, and V7. The second system has five chord symbols in red above it: B♭, Cm, B♭, Cm, A♭, and B♭. Below the second system, five chord symbols are written in black: I, ii, 16, ii6, vii♭, and 16. In both systems, certain notes in the treble clef are circled in red, representing non-harmonic tones. The first system has circled notes in the first, second, and fourth measures. The second system has circled notes in the first, second, and third measures.

Pacing

2-3 weeks