

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**MUSIC THEORY II**

Board of Education Approved 04/24/2007

## **MUSIC THEORY II**

### **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**

Successful completion of Music Theory I.

### **Design and Description**

1 Credit

This class is open to all students in grades 10 -12 who wish to continue their study of music theory. It is appropriate for students in band, orchestra, and chorus as well as the non-performing student. Students will study elements of music theory including voice leading in four voices, modulation, form analysis, composition and harmonic and rhythmic progressions. 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 melodies.
- perform scales and melodies in treble and bass clef on the keyboard.
- improvise short melodies using appropriate chord and non-chord tones on their primary instrument or keyboard.
- compose music in multiple parts using the traditional elements of harmony and counterpoint, including secondary function chords and modulations.
- demonstrate the ability to analyze advanced 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 melodic, rhythmic and harmonic dictation.
- identify and explain 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 various components of melodic organization.
- understand various musical textures.

- understand the conventions of 4 part composition based in historical context.
- understand chordal relationship and sequences based on the circle of 5ths.
- understand various 7<sup>th</sup> chords and their functions in historical context.
- understand the concept of modulations using a variety of harmonic and melodic techniques.
- understand the element of musical form.

### **Skill Objectives**

Students will:

- identify and analyze aurally and visually components of melodic organization.
- recognize and analyze aurally and visually musical textures.
- compose 4 part compositions adhering to standard voice leading practices.
- compose and analyze various examples of harmonic progressions.
- identify aurally and visually various 7<sup>th</sup> chords.
- compose musical examples using various 7<sup>th</sup> chords.
- analyze and compose musical excerpts which incorporate various modulation techniques.
- analyze various examples of musical composition for form type.

### **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.

### ***Evaluation***

**Students will evaluate music and music performances.**

Students will evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music.

### **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**

- What is a melodic motive?
- What differentiates a motive from a phrase?
- How are phrases organized?
- How has melodic composition developed since the Renaissance period?
- What defines a polyphonic texture?
- How do you compare monophonic texture with polyphonic texture?
- How do you compare homophonic texture with polyphonic texture?
- How did the texture of music develop since the medieval period?
- What is the impact of species counterpoint on part writing?
- What is species counterpoint?
- What is the standard voice leading practice for part writing in two voices?
- What is the standard voice leading practice for part writing in four voices?
- How do the standard voice leading practices in four voice part writing differ in root position, first-inversion and second-inversion?
- What are acceptable vocal ranges in four voice part writing?
- How are chords related?
- How are harmonic progressions identified?
- How do Roman numerals relate to chord quality?
- How are traditional harmonic progressions applied to a melody?
- How does the dominant seventh chord function in a harmonic progression?
- How does the leading tone seventh chord function in a harmonic progression?
- How does the leading tone chord relate to the dominant chord?
- What is the standard voice leading practice for seventh chords?

- What is the relationship of the circle of fifths to harmonic sequence?
- What are the functions of nondominant seventh chords?
- What are the analytical symbols for modulations and how are these symbols used?
- What is the analytical symbol for a secondary dominant chord?
- What is the function of a secondary dominant chord?
- What is the analytical symbol for a secondary leading tone chord?
- What is the function of a secondary leading tone chord?
- How are formal divisions in music identified?
- How are open and closed formal divisions identified?
- How are simple and compound forms identified?
- How are two and three-part forms identified?
- How are ternary and expanded ternary forms different?
- How does rounded binary form differ from true ternary form?

## **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 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 Question**

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

### **Core Topics**

- Ear training
- Melodic Dictation
- Rhythmic 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 melodies.
- perform scales and melodies in treble and bass clef on the keyboard.
- improvise short melodies using appropriate chord and non-chord tones on their primary instrument or keyboard.
- compose music in multiple parts using the traditional elements of harmony and counterpoint, including secondary function chords and modulations.
- demonstrate the ability to analyze advanced 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 melodic, rhythmic and harmonic dictation.
- identify and explain 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**

**Sight sing the following melody using the correct Solfeggio syllables:**



## **Unit 1: Melodic Organization**

### **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 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 a melodic motive?
- What differentiates a motive from a phrase?
- How are phrases organized?
- How has melodic composition developed since the Renaissance period?

### **Core Topics**

- Motive
- Sequence
- Phrases
- Periods
- Melodic Structure

### **Unit Objective**

Students will be able to:

- understand the various components of melodic organization.

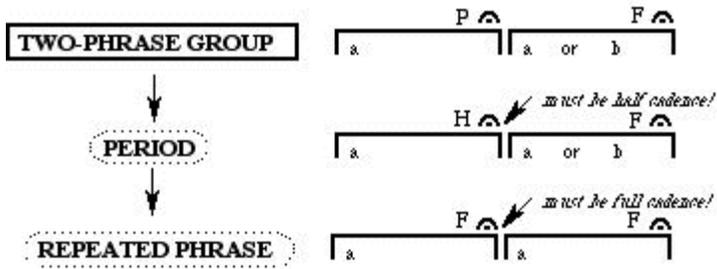
### **Skill Objective**

Students will:

- identify and analyze aurally and visually components of melodic organization.

### Sample Assessment

Use the following format to analyze a given melody:



### Pacing

3 weeks

## Unit 2: Texture and Textural Reduction

### 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 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 defines a polyphonic texture?
- How do you compare monophonic texture with polyphonic texture?
- How do you compare homophonic texture with polyphonic texture?
- How did the texture of music develop since the medieval period?

### Core Topics

- Range
- Homophonic texture
- Polyphonic texture
- Monophonic texture
- Homorhythmic texture

### Unit Objective

Students will be able to:

- understand various musical textures.

### Skill Objective

Students will:

- recognize and analyze aurally and visually musical textures.

## Sample Assessment

Create a textural reduction of the following polyphonic work:

### Invention No. 1

J.S. Bach (1685-1750)

The image displays the first ten measures of J.S. Bach's Invention No. 1. The score is written for a single melodic line on a grand staff (treble and bass clefs). The key signature is C major, and the time signature is common time (C). The piece is marked with a first ending bracket (1) and a second ending bracket (2). The score includes various annotations: 'S' for suspension, 'S(ans)' for suspension with an accent, 'a' for appoggiatura, 'a+' for appoggiatura with an accent, 'c' for mordent, 'S↓' for suspension with a downward bowing or breath mark, 'S↓ →' for suspension with a downward mark and a slur, 'cadence' for a cadence mark, and 'C' for a caesura. The piece is divided into two systems: the first system covers measures 1-4 (marked 'C:') and the second system covers measures 5-10 (marked 'G:').

## Pacing

1 week

## **Unit 3: Voice Leading in Two and Four Voices**

### **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 impact of species counterpoint on part writing?
- What is species counterpoint?
- What is the standard voice leading practice for part writing in two voices?
- What is the standard voice leading practice for part writing in four voices?
- How do the standard voice leading practices in four voice part writing differ in root position, first-inversion and second-inversion?
- What are acceptable vocal ranges in four voice part writing?

### **Core Topics**

- Voice Leading
- Counterpoint
- Four voice texture
- Root position part writing
- First-inversion and second-inversion part writing
- Vocal ranges
- Exceptions to standard part writing practices

### **Unit Objective**

Students will be able to:

- understand the conventions of 4 part composition based in historical context.

### **Skill Objective**

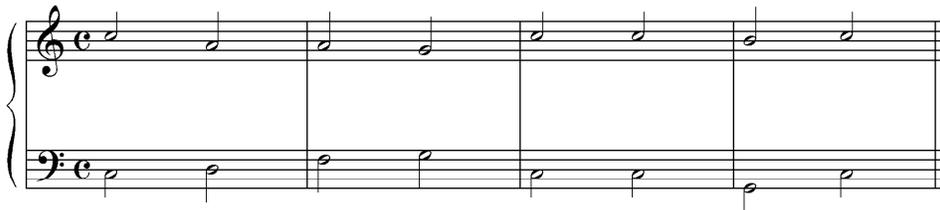
Students will:

- compose 4 part compositions adhering to standard voice leading practices.

### **Sample Assessment**

Using standard practice of voice leading for part writing, fill in the alto and tenor voices:

## **Voice Leading for Four Voices**



### **Pacing**

4 weeks

## **Unit 4: Harmonic Progression**

### **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 related?
- How are harmonic progressions identified?
- How do Roman numerals relate to chord quality?
- How are traditional harmonic progressions applied to a melody?

### **Core Topics**

- Relationship of Chords
- Chord/Harmonic Progression
- Roman Numeral Analysis



## Unit 5: Seventh 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 does the dominant seventh chord function in a harmonic progression?
- How does the leading tone seventh chord function in a harmonic progression?
- How does the leading tone chord relate to the dominant chord?
- What is the standard voice leading practice for seventh chords?
- What is the relationship of the circle of fifths to harmonic sequence?
- What are the functions of nondominant seventh chords?

### Core Topics

- Dominant Seventh Chords

- Voice leading for Dominant Seventh Chords
- Leading-Tone Seventh Chords
- Resolution of the Tritone in Seventh Chords
- Voice leading for the Leading-Tone Seventh Chords
- Nondominant Seventh Chords
- Voice leading for Nondominant Seventh Chords
- Circle Progressions
- Noncircle Progressions

### **Unit Objective**

Students will be able to:

- understand various 7<sup>th</sup> chords and their functions in historical context.

### **Skill Objectives**

Students will:

- identify aurally and visually various 7<sup>th</sup> chords.
- compose musical examples using various 7<sup>th</sup> chords.

### **Sample Assessment**

Identify and label seventh chords found in the following example:

### **Pacing**

3 weeks

## **Unit 6: Modulation, Secondary Dominant and Leading-Tone 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.

#### ***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 are the analytical symbols for modulations and how are these symbols used?
- What is the analytical symbol for a secondary dominant chord?
- What is the function of a secondary dominant chord?
- What is the analytical symbol for a secondary leading tone chord?
- What is the function of a secondary leading tone chord?

### **Core Topics**

- Using correct accidentals, harmonize a melody that modulates.
- Define a Common Chord Modulation.
- Define a Phrase Modulation.
- Define a Chromatic Modulation.
- Modulation
- Closely Related Keys
- Common Chord Modulation

- Phrase Modulation
- Chromatic Modulation
- Other Modulation Types
- Analytical Symbols for Modulation
- Harmonizing Melodies that Modulate
- Secondary Dominant chords
- Secondary Leading-tone chords

**Unit Objective**

Students will be able to:

- understand the concept of modulations using a variety of harmonic and melodic techniques.

**Skill Objective**

Students will:

- analyze and compose musical excerpts which incorporate various modulation techniques.

**Sample Assessment**

What type of modulation was used in this musical excerpt?

A: V I  
E: IV V# IV<sup>6</sup> - IV V<sub>4-3</sub><sup>6-5</sup> I

**Pacing**

4 weeks

## **Unit 7: Form Analysis**

### **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.

#### ***Evaluation***

**Students will evaluate music and music performances.**

Students will evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in 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 formal divisions in music identified?
- How are open and closed formal divisions identified?
- How are simple and compound forms identified?
- How are two and three-part forms identified?

- How are ternary and expanded ternary forms different?
- How does rounded binary form differ from true ternary form?

### Core Topics

- Analyze the formal structure in musical examples.
- Formal Divisions
- Open versus Closed Formal Divisions
- Simple versus Compound Forms
- Two-Part Form
- Three-Part Form
- Expanded Ternary Form
- Rounded Binary Form

### Unit Objective

Students will be able to:

- understand the element of musical form.

### Skill Objective

Students will

- analyze various examples of musical composition for form type.

### Sample Assessment

Analyze the form structure of this opening phrase:

**GLORIA**  
for Solo Voices, Mixed Chorus and Orchestra  
(Piano reduction)

**I Gloria** Antonio Vivaldi  
(1678-1741)

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### Pacing

3 weeks