Advanced Placement Music Theory

Unit: Composing, Analyzing, Arranging

Framework Standard Learning Objectives/ Content Outcomes	Skills	Resources	Instructional Strategies	Assessments
2.10 Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the **elements of music** are used	• Understands pitch, rhythm, form, & structure • Identify Tempo and articulation markings.	Music Theory and Practice Text, music theory.net	Homework, Classwork	Quiz
4.13 Improvise original melodies over given **chord** progressions consistent in style, meter, and tonality	• 4 part writing using original progressions • demonstrates an understanding of cadences in a variety of voicings & keys	Music Theory and Practice Text, music theory.net	Classwork/Homework	Quiz
4.14 Compose music in several distinct styles using the elements of music for expressive effect	• part writing, including inversions • apply voice leading principles to types of harmonic progressions	Music Theory and Practice Text, music theory.net	Classwork/Homework	Quiz

4.15 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of sound sources	• Demonstrate ability to write proper voice leading & chord resolution • Connect cadence types to roman numeral analysis	Music Theory and Practice Text, music theory.net	Classwork/Homework	Quiz
4.16 Improvise stylistically appropriate harmony in a variety of styles	• harmonizing parts using non-harmonic tones, secondary, dominants & leading tones	Music Theory and Practice Text, music theory.net	Classwork/Homework	Quiz
4.17 Improvise rhythmic and melodic variations on given melodies in pentatonic, major, minor, and **modal** tonalities	• original melodic compositions in a variety of church modes	Music Theory and Practice Text, music theory.net	Classwork/Homework	Quiz
4.18 Improvise original melodies in a variety of styles over given chord progressions consistent in style, meter, and tonality	• transpose using interval & clef transposition • distinguish visually & aurally between diatonic chords & secondary chords • identify characteristic phrase structure	Music Theory and Practice Text, music theory.net	Classwork/Homework	Quiz
4.19 Compose and arrange music, demonstrating imagination and technical skill in applying the principles of composition	• Notates a 4 measure piece with correct notation • Identifies closely related keys • Distinguishes between pivot/chromatic phrase modulation	Music Theory and Practice Text, music theory.net	Classwork/Homework	Quiz

4.20 Demonstrate an understanding of chord and instrumental scoring in composition	• Harmonize melodies using circle progressions • Apply voice leading principles to types of harmonic progressions • Demonstrates ability to resolve dominant 7ths and triads	Music Theory and Practice Text, music theory.net	Classwork/Homework	Quiz
5.12 Demonstrate an understanding of how musical elements interact to create expressiveness in music	• Utilizes technical vocabulary of music • Identify the various types of structural elements (motives, sequences, phrases, periods) visually & aurally	Music Theory and Practice Text, music theory.net	Classwork/Homework	Quiz
5.13 Demonstrate knowledge of the technical vocabulary of music	• Determines what elements contribute to the quality of performance or composition • Analyze stylistic practices of 4 voice leading of chords in position (root, 6, 6/4)	Music Theory and Practice Text, music theory.net	Classwork/Homework	Quiz
5.14 Listen to performances of extended length and complexity with proper attention and audience protocol	• Evaluate music performances through written reflections & class discussions • Compare various performances	Music Theory and Practice Text, music theory.net	Classwork/Homework	Quiz
5.15 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive	• Identifies and explains compositional devices & techniques used to provide unity, variety, tension,& release	Music Theory and Practice Text, music theory.net	Classwork/Homework	Quiz

5.16 Demonstrate the ability to perceive, remember, and describe in detail significant occurrences in a given aural example	• Hears errors while performing in 2 or 3 part structure • Aurally identify common voice leading mistakes	Music Theory and Practice Text, music theory.net	Classwork/Homework	Quiz
5.17 Compare and contrast ways in which compositional devices and techniques are used in two or more examples of the same piece, genre, or style	• Analyze texture types (polyphony, homophony) • Identify & apply the various types of motion between voices (parallel, contrary, oblique, similar)	Music Theory and Practice Text, music theory.net	Classwork/Homework	Quiz
6.5 Interpret the meanings of artistic works based on evidence from artists' biographies, autobiographies, or videotaped or written interviews *For example, students read about how composer Aaron Copland and choreographer Martha Graham collaborated on the ballet,* Appalachian Spring, *and report on their sources of inspiration for the music and choreography.*	• Discuss how history affects performances • Explore historical significance & important composers of the style • Discuss musical forms & their historical significance • Contrast renaissance & baroque polyphony	Music Theory and Practice Text, music theory.net, various internet resources	Class discussion	

6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns *For example, students listen for similarities and differences in work songs from various cultures.*	• Compares & contrasts the six periods of music history • Explore historical significance of fugue & important composers of the style	Music Theory and Practice Text, music theory.net various internet resources	Class discussion	Written reflection
6.7 Compare examples of works in one arts domain (dance, music, theatre, visual arts, or architecture) from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events	• Articulates performances characteristics & customs from various cultures	Music Theory and Practice Text, music theory.net, various internet resources	Class discussion	Written reflection
6.8 Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events	• Discuss important events in history in relation to the music of the time	various internet resources	Class discussion	presentation

7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media	• Simple written reflections & class discussion about topics in news about music	various internet resources	Class discussion	Presentation
7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements	• Research different musicians and their impact on music industry & community	various internet resources	Class discussion	presentation
7.7 Describe the roles of individual patrons, cultural organizations, and governments in commissioning and collecting works and presenting performances *For example, students find out who serves on the community's cultural council, and how grants are awarded to artists and educators for programs in schools.* 7.8 Analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods	• Locate community performing groups make connections with members of school visitation or performance	various internet resources	Class discussion	Written reflection

7.9 Identify artists who have been involved in social and political movements, and describe the significance of selected works	• Mini research paper and presentation on topics discussed	various internet resources	Class discussion	reflection
7.10 Describe the roles of government, philanthropy, arts institutions, critics, and the publishing, recording, and tourism industries in supporting the arts and historic preservation, and in creating markets for the arts *For example, band members investigate music copyright laws and how they affect composers and performers.*	• Research and discuss different events in the news involving the music industry	various internet resources	Class discussion	Reflection
8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period	• Identify time periods of music & how it closely reflects historical time period	various internet resources	Class discussion	reflection

| 10.4 Continue the above and integrate knowledge from various disciplines and cultural resources Examples of this include: • *analyzing depictions of mythology in literature and art by drawing on literary and arts criticism and museum collections; • researching a cultural encounter in history by identifying examples of instruments and music from the period and analyzing them for evidence of cross-cultural form or content; • interviewing professional dancers about the health benefits and physical hazards of their work.* | • Use math, reading, art, science, & physical education terms & concepts to relate to music | various internet resources | Class discussion | reflection |

Advanced Placement Music Theory

Unit: Ear Training and Sight-reading

Framework Standard Learning Objectives/ Content Outcomes	Skills	Resources	Instructional Strategies	Assessments

1.10 Sing with expression and technical accuracy a large repertoire of vocal literature representing various genres, style, cultures, and historical periods, with a difficulty of 4, on a scale of 1 to 6, including works performed by memory*	• Match pitches accurately • Use proper breathing techniques • Use proper posture, vowel, & consonant formation • Sing in all registers of voice type	Folk song sight-reading book, Music in Theory & in Practice, hymnals	Student Modeling Teacher Modeling	Singing Quiz
1.11 Sing music written in four parts, with and without accompaniment	• Hold individual part with 3 other part at same time • Sing scale degree names, letter names, and solfege	Folk song sight-reading book, Music in Theory & in Practice, hymnals	Student Modeling Teacher Modeling	Singing Quiz
1.12 Demonstrate well-developed ensemble skills	• Listening & adapting to other parts • Demonstrate good intonation • Demonstrate an understanding of notation & tempo	Folk song sight-reading book, Music in Theory & in Practice, hymnals	Student Modeling Teacher Modeling	Singing Quiz
1.13 Sing with expression and technical accuracy a large and varied repertoire of vocal literature representing various genres, styles, cultures, and historical periods, with a level of difficulty of 5, on a scale of 1 to 6, including works performed by memory*	• Sings with understanding of phrasing, breath support, diction, & vocal production • Proper posture • Sings various styles of music authentically	Folk song sight-reading book, Music in Theory & in Practice, hymnals, various scores	Student Modeling Teacher Modeling	Singing Quiz
1.14 Sing music written in more than four parts	• Monitors intonation • Responds to conducting patterns in various meters	Folk song sight-reading book, Music in Theory & in Practice, hymnals, various scores	Student Modeling Teacher Modeling	Singing Quiz

1.15 Sing in small ensembles with one student on a part	• Sings part independently in more than 4 part harmony • Listens to blend and balance and adjusts accordingly	Folk song sight-reading book, Music in Theory & in Practice, hymnals	Student Modeling Teacher Modeling	Singing Quiz
2.10 Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the **elements of music** are used	• Understands pitch, rhythm, form, & structure • Reads a vocal score in unison, 2, 3, & 4 part harmony • Identify Tempo and articulation markings.	Folk song sight-reading book, Music in Theory & in Practice, hymnals	Teacher modeling Group playing Singing quizzes	Playing quizzes
2.11 Read and sing at sight moderately difficult melodies, all **intervals** and their inversions from **unison** through an octave, and triads and their inversions in **arpeggiated form**	• Sight reads melodic lines in all major keys • Conjuct, tonal melodic dictation • Sing step/leap intervals individually & as group • Triads & inversions • Define intervals from do – using solfege and visual charts.	Folk song sight-reading book, Music in Theory & in Practice, hymnals	Student modeling Teacher Modeling	Singing quizzes
2.12 In a choral/instrumental ensemble or class: sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6*	• Performance on keyboard in multiple clefs with correct octave register • Aural/Oral think through melody in head in tempo, then sing out loud	Folk song sight-reading book, Music in Theory & in Practice, hymnals	Small group and large group performance	Singing quizzes

3.11 Perform with expression and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, and cultural and historical periods, with a level of difficulty of 4, on a scale of 1 to 6*	• Identify note names on various clefs using octave identification rules • Plays in appropriate style • Demonstrates multiple playing styles • Play with steady beat & accurate rhythm	Folk song sight-reading book, Music in Theory & in Practice, hymnals, various scores	Student Modeling Teacher Modeling	Singing Quiz
3.12 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills	• Performances on keyboard simple cadences • Play all major scales on keyboard • Play all 3 forms of minor scales on keyboard • Play keys using circle of 5ths	Folk song sight-reading book, Music in Theory & in Practice, hymnals	Student Modeling Teacher Modeling	Singing Quiz
3.13 Perform in small ensembles with one student on a part	• Performance of motive on keyboard • Identify consonant & dissonant intervals	Folk song sight-reading book, Music in Theory & in Practice, hymnals	Student Modeling Teacher Modeling	Singing Quiz
3.14 Perform with expression and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, cultural and historical periods, with a level of difficulty of 5, on a scale of 1 to 6*	• Knowledge of proper instrument fingerings & embouchure • Understand pitch & rhythm systems • Perform using proper time & key signatures	Folk song sight-reading book, Music in Theory & in Practice, hymnals	Student Modeling Teacher Modeling	Singing Quiz

4.11 Improvise stylistically appropriate harmonizing parts	• Demonstrates understanding of harmonic function • Understands pattern of major & all 3 minor scales	Folk song sight-reading book, Music in Theory & in Practice, hymnals, Improvisation in Music	Student Modeling Teacher Modeling	Singing Quiz
4.12 Improvise rhythmic and melodic variations on given melodies in pentatonic, major, and **minor** tonalities	• Creates harmony through singing • Improvises melody over given harmonies • Improvises in various styles	Folk song sight-reading book, Music in Theory & in Practice, hymnals, Improvisation in Music	Student Modeling Teacher Modeling	Singing Quiz