

MUSIC THEORY
GRADE 9-12

EWING PUBLIC SCHOOLS
1331 Lower Ferry Road
Ewing, NJ 08618

BOE Approval Date: 6/27/05
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AFFIRMATIVE ACTION STATEMENT

It is the intention of the Ewing Township Public Schools to provide equal educational opportunities for all students, including equal access to all school facilities, programs, equipment, staff services, financial resources, courses or activities, and other benefits regardless of race, color, creed, religion, sex, ancestry, national origin, social, economic or academic status or physical handicap.

EWING TOWNSHIP BOARD OF EDUCATION
Ewing, New Jersey 08618
Policy

File Code: 2230

CURRICULUM GUIDES

Curriculum guides shall be prepared for each course and/or area to be taught in the schools of this district to assist in the articulation of educational programs (curricula) between and among schools to provide continuous learning. Each guide shall contain objectives to be developed, suggested materials, activities designed to achieve all of these, and evaluation criteria intended to test the extent to which learning objectives have been achieved.

The teacher will use the guide as the core of the courses he/she has been assigned to teach. It shall be the responsibility of the Superintendent to ensure that the curriculum guides are being followed.

The Board of Education directs that a copy of each guide be maintained in the Office of the Assistant Superintendent for Curriculum and Instruction for review by members of the staff and Board. The Superintendent shall provide new curriculum guides or revisions to existing guides to the Board for study before implementation. By this means, the Board will determine which alterations to courses of study as defined by the law require the approval of the Board.

Date: November 22, 1999

Legal Reference: N.J.S.A. 18A:33-1

INDICATORS/OUTCOMES/ASSESSMENTS

MUSIC THEORY SKILLS

Standards/ CPIs	Outcomes: Students will...	Assessments
1.1 A1, B1 1.2 B2 1.3 B2	- comprehend and identify notes placed on a music staff	- Place and label the notes of a two octave C scale on a music staff in treble, alto, tenor and bass clef
1.1 B1 1.2 B2 1.3 B2	- understand and apply the use and function of a sharp/flat	- Place sharps/flats on a staff in the correct order for the major and minor key given: Major Keys: C [#] Major C ^b Major Minor Keys: E ^b Minor E [#] Minor
1.1 A1, B1 1.2 B2 1.3 B2	- comprehend the use and function of key signatures	- Identify all major and minor keys by examining the key signature
1.1 A1 1.2 B2 1.3 B2	- understand how to create major, minor and chromatic scales	- Build a major scale (one octave) on the note G ^b in alto clef - Build a chromatic scale (one octave) on the root note C; use sharps on the ascending scale and flats on the descending scale - Differentiate between natural, harmonic and melodic minor scales by writing one of each in the key of E ^b minor
1.1 A1 1.2 B2 1.3 B2	- understand and apply all diatonic intervals	- Construct the following diatonic intervals above the note E ^b in bass clef: m2, M2, m3, M3, P4, TT, P5, m6, M6, m7, M7, P8, m9, M9, m10 and M10
1.1 A1 1.3 B1,2	- understand how to create triads of different qualities	- Define and illustrate how to create major, minor, augmented and diminished triads - Construct a major, minor, augmented and diminished triad on the root note B in alto clef - Define and diagram major, minor, augmented and diminished triads in root, first and <u>second</u> inversion; the root note of each triad is g in treble clef - Define and diagram major, minor, augmented and diminished triads in root, first, second and <u>third</u> inversion; the root note of each triad is d in alto clef
1.1 A1 1.3	- understand and apply the use of plagal and authentic cadences	- Define what an authentic cadence is and discuss the differences between perfect and imperfect authentic - Construct both perfect and imperfect authentic cadences in the following major and minor keys: AM, fm - Define what a plagal cadence is and how perfect and imperfect plagal cadences differ from each other - Construct both perfect and imperfect plagal cadence in the following major and minor key: C major, E minor

Standards/ CPIs	Outcomes: Students will...	Assessments
1.1 A1 1.2 B3 1.3 B2	- understand and apply the basic rules for four-part harmony writing	<ul style="list-style-type: none"> - Compile a list of four-part writing rules as it pertains to voicing, harmony and chord structure - Use proper four-part writing rules, write the following progressions using the given key and figured bass: D^b Major: I IV V I g minor: I iv V i c minor: I iv V I - Use proper note doublings, four-part, to write the following progressions: FM: I I⁶ IV⁶ V I I⁶₄ V^{4/3} I e^b minor: i I⁴₂ V⁷ i iv^{6/5} V i - Use proper note doublings, four-part, to write the following progressions: AM: I VI⁶ ii V vii^{0/6} I
1.1 A1 1.3 B2	- understand the usage of figured bass symbols	<ul style="list-style-type: none"> - Recite the figured bass names for each scale degree - Match the figured bass symbols with the figured bass name: 1 __ IV A Leading Tone 2 __ vii⁰ B Super Tone 3 __ I C Dominant 4 __ V D Mediant 5 __ iii E Tonic 6 __ vi F Subdominant 7 __ ii G Submediant
1.1 A1 1.2 B3 1.3	- understand and apply secondary leading tone and secondary dominant chords	<ul style="list-style-type: none"> - Write the following progression: DM: I vii^{0/6}/IV IV vii^{0/6}/V V I - Using secondary dominants, modulate each progression below using proper voicings and four-part writing skills: C Major: I IV V/V I V I I IV V/ii I V I I IV V/vi I V I I IV V/iii I V I
1.1 A1, B1 1.2 B4 1.3 B2	- understand basic transposition skills and apply skills to ensemble music	<ul style="list-style-type: none"> - Transpose a simple melody (flute) to the following instruments: trumpet, alto sax, French horn, cello - List all brass, woodwind and string instruments, the key they play in, and the tuning note for each

INDICATORS/OUTCOMES/ASSESSMENTS

EAR TRAINING/AURAL SKILLS

Standards/ CPIs	Outcomes: Students will...	Assessments
1.1 A1, B1 1.2 B2	- apply solfege syllables to each scale degree in a major scale while applying the correct hand signal for each syllable	- Complete the following: match the solfege syllable to the correct scale degree: 1 ___ Mi

INDICATORS/OUTCOMES/ASSESSMENTS

ELEMENTARY ACOUSTICS

Standards/ CPIs	Outcomes: Students will...	Assessments
1.1 A1 1.3 B1,2	- comprehend and apply the basic terminology of acoustical properties	<ul style="list-style-type: none"> - Define, in your own words, how a sound is created and list the three main parts of sound production - Relate Heinrich Hertz to his original contribution to acoustics and how he has impacted the life of today - Construct a diagram of a 5 CPS pitch; is the pitch high or low? - Compare and contrast the following pitches; list as many differences/similarities as you can: 440 Hz, 880 Hz - Relate how amplitude affects the aural health of a human being
1.1 A1 1.3 B1	- comprehend the structure of the harmonic series and how it relates to the tone quality (timbre) of a musical instrument	<ul style="list-style-type: none"> - Construct the harmonic series (first 9) based on a fundamental pitch that vibrates at 40 Hz - Compare the overtone series for the flute, clarinet and violin; relate how an instrument's harmonic series affects the tone qualities

APPENDIX: MELODY LIST