

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Music Theory 2 - ECE	Music	9-12	.5

Course Description:

This course is a continuation of Music Theory 1. It will expand a student's vocabulary and understanding of music through the analysis of harmonic and melodic structure as well as more advanced melodic and rhythmic techniques. The last part of the semester will deal with instrumentation, orchestration, and arranging skills. At the conclusion of this course, students will have a strong background in the general theoretical principles of music. This course will prepare students for AP Theory and college entrance exams for music majors.

Aligned Core Resources:

The Musicians Guide to Theory and Analysis, Third Edition
Clendinning, Jane and Elizabeth Marvin
Ney York
W.W. Norton 2016

Workbook for *The Musicians Guide*

Connection to the [BPS Vision of the Graduate](#)

Demonstrate Academic Knowledge and Skills
CONTENT MASTERY
 Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum
CRITICAL THINKING AND PROBLEM SOLVING
 Collect, assess and analyze relevant information
 Transfer knowledge to other situations

Effectively communicate in a global society
COMMUNICATIONS AND TECHNOLOGY LITERACY
 Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create
INFORMATION LITERACY
 Access information on efficiently (time) and effectively (sources)
 Evaluate information critically and competently
 Use information accurately and creatively for the issue or problem at hand

Successfully employ skills for self-sufficiency
GOAL DIRECTED
 Set goals with tangible and intangible success criteria
 Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals

Additional Course Information:
Knowledge/Skill Dependent courses/prerequisites

Link to Completed [Equity Audit](#)

Prerequisite - Music Theory 1

[Music Theory 2 - Equity Curriculum Review](#)

📎 MUSI 1012 - Fundamentals 2 - Syllabus.pdf

Standard Matrix

District	More Fun with Scales	Compound Intervals	3. Figured	4. Cadences	5.	6. Phrases	7. Texture	8.
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analyze artistic work.								
MU:Re8.1 Interpret intent and meaning in artistic work.						X	X	X
MU:Re9.1 Apply criteria to evaluate artistic work.	P	P	X	X	X	X	X	X
Connecting								
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.								
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.								

Unit Links

1. More fun with Scales	4
2. Compound Intervals	6
3. Figured Bass - Chord Connections	8
4. Cadences	10
5. Non-Harmonic Tones/Non-Chord Tones (NHTs/NCTs)	12
6. Phrases and Periods	15
7. Texture Terms and Textural Reductions	17
8. Secondary Functions	19

Unit Title:

1. More fun with Scales

Relevant Standards: Bold indicates priority

MU:Cr2.1.C.1.a - Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

MU:Re7.2.C.1.a - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

MU:Re9.1.C.1.a - Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

Essential Question(s):

Enduring Understanding(s):

Cr2.1 How do musicians make creative decisions?

Re7.2 How does understanding the structure and context of music inform a response?

Re9.1 How do we judge the quality of musical work(s)?

Cr2.1: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Re7.2: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Demonstration of Learning:

Pacing for Unit

Identification, decoding, and writing of alternate scales
Quiz

2 classes

Family Overview (link below)

Integration of Technology:

In this unit (More Fun with Scales), students will learn more note patterns that form the basis for more exotic scales.

www.musictheory.net

Unit-specific Vocabulary:

Aligned Unit Materials, Resources, and Technology (beyond core resources):

Chromatic
Pentatonic
Whole Tone
Diatonic
Non-diatonic
Pitch Inventory

Handouts
Staff Paper
Notebook
Computer

Opportunities for Interdisciplinary Connections:

Anticipated misconceptions:

N/A

There are only Major and Minor scales

Connections to Prior Units:

Connections to Future Units:

Music Theory 1: Unit 2 Scales, Key Signatures and Solfege

This unit will explore scales other than Major or minor

Differentiation through [Universal Design for Learning](#)

UDL Indicator	Teacher Actions:
<p>Language & Symbols 2.1 Clarify vocabulary and symbols 2.2 Support decoding of text, mathematical notation, and symbols</p> <p>Building Knowledge 3.1 Connect prior knowledge to new learning</p> <p>Strategy Development 6.3 Organize information and resources</p>	<ul style="list-style-type: none"> • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge. • Offer graphic symbols with alternative text descriptions. • Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions, or narratives) through alternatives • Offer clarification of notation through lists of key terms. • Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines). • Use checklists and guides for note-taking.

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
<p>9-12.1 An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p>9-12.7 An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing</p> <p>9-12.9 An EL can . . . create clear and coherent grade-appropriate speech and text.</p> <p>9-12.10 An EL can . . . make accurate use of standard English to communicate in grade appropriate speech and writing</p>	<ul style="list-style-type: none"> • I can identify a few key words and phrases in oral communications and simple oral and written texts • I can understand and respond to simple yes/no questions about familiar topics • I can communicate basic information about a topic • I can use frequently occurring words and phrases

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	-I can identify non major/minor scales.	-I can explain the different interval structure for chromatic, whole tone and pentatonic scale, -I can take notes from a melodic fragment to determine the scale used to form it.	
2	-I can inventory notes from a melody to identify scale(s) used.		

Unit Title:

2. Compound Intervals

Relevant Standards: Bold indicates priority

MU:Cr2.1.C.1a - Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

MU:Re7.2.C.1a - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

MU:Re9.1.C.1a - Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

Essential Question(s):

Cr2.1 How do musicians make creative decisions?

Re7.2 How does understanding the structure and context of music inform a response?

Re9.1 How do we judge the quality of musical work(s)?

Enduring Understanding(s):

Cr2.1: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Re7.2: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Demonstration of Learning:

Identification, decoding, and writing of compound intervals.

Unit quiz

Pacing for Unit

1 class

Family Overview (link below)

In this unit (Compound Intervals), students will learn to identify large distances between notes and be able to simplify the interval for labeling.

Integration of Technology:

www.musictheory.net

Unit-specific Vocabulary:

Compound Intervals:
9th (Mm)
10th (Mm)
11th (P)
12th (P)
15th (P)

Aligned Unit Materials, Resources, and Technology (beyond core resources):

Handouts
Staff Paper
Notebook
Computer

Opportunities for Interdisciplinary Connections:

N/A

Anticipated misconceptions:

Intervals are only within an octave

Connections to Prior Units:		Connections to Future Units:	
Music Theory 1: Unit 3 - Intervals		This unit will prepare students to identify intervals needed in figured bass and be able to reduce them to simple intervals	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Language & Symbols 2.1 Clarify vocabulary and symbols 2.2 Support decoding of text, mathematical notation, and symbols</p> <p>Building Knowledge 3.1 Connect prior knowledge to new learning</p> <p>Strategy Development 6.3 Organize information and resources</p>		<ul style="list-style-type: none"> • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge. • Offer graphic symbols with alternative text descriptions. • Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions, or narratives) through alternatives • Offer clarification of notation through lists of key terms. • Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines). • Use checklists and guides for note-taking. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<p>9-12.1 An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p>9-12.7 An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing</p> <p>9-12.9 An EL can . . . create clear and coherent grade-appropriate speech and text.</p> <p>9-12.10 An EL can . . . make accurate use of standard English to communicate in grade appropriate speech and writing</p>		<ul style="list-style-type: none"> • I can identify a few key words and phrases in oral communications and simple oral and written texts • I can understand and respond to simple yes/no questions about familiar topics • I can communicate basic information about a topic • I can use frequently occurring words and phrases 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
3	I can label intervals over an octave.	-I can add or subtract octave displacement to determine the simple interval equivalent	

Unit Title:

3. Figured Bass - Chord Connections

Relevant Standards: Bold indicates priority

MU:Cr2.1.C.1a - Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

MU:Cr3.1.C.1a - Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

MU:Re7.2.C.1a - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

MU:Re9.1.C.1a - Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

Essential Question(s):

Cr2.1 How do musicians make creative decisions?

Cr3.1 How do musicians improve the quality of their creative work?

Re7.2 How does understanding the structure and context of music inform a response?

Re9.1 How do we judge the quality of musical work(s)?

Enduring Understanding(s):

Cr2.1: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Cr3.1: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Re7.2: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Demonstration of Learning:

Identification, decoding, and writing of Figured Bass.

Unit quiz

Pacing for Unit

3 classes

Family Overview (link below)

In this unit (Figured Bass), students will learn about the Baroque practice of a musical shorthand. Figures (numbers under a bass note) imply full chords that are not notated.

Integration of Technology:

www.musictheory.net

Unit-specific Vocabulary:**Aligned Unit Materials, Resources, and Technology**

	(beyond core resources):
Inversion notation: 6, 6/3, 6/4, (with and without slashes), 7, 6/5, 4/3, 4/2 open/closed score Slash (/), plus sign (+) to raise a pitch	Handouts Staff Paper Notebook Computer
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
This unit could be connected with historical information about the Baroque era in which this notation was used	Improvisation only happens in Jazz
Connections to Prior Units:	Connections to Future Units:
Music Theory 1: Unit 4 - Triads	Music Theory 2: Unit 4 - Cadences Music Theory 2: Unit 8 - Secondary Function
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Language & Symbols 2.1 Clarify vocabulary and symbols 2.2 Support decoding of text, mathematical notation, and symbols</p> <p>Building Knowledge 3.1 Connect prior knowledge to new learning</p> <p>Strategy Development 6.3 Organize information and resources</p>	<ul style="list-style-type: none"> • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge. • Offer graphic symbols with alternative text descriptions. • Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions, or narratives) through alternatives • Offer clarification of notation through lists of key terms. • Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines). • Use checklists and guides for note-taking.
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
9-12.1 An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. 9-12.7	<ul style="list-style-type: none"> • I can identify a few key words and phrases in oral communications and simple oral and written texts • I can understand and respond to simple yes/no questions about familiar topics • I can communicate basic information about a topic

<p>An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing</p> <p>9-12.9 An EL can . . . create clear and coherent grade-appropriate speech and text.</p> <p>9-12.10 An EL can . . . make accurate use of standard English to communicate in grade appropriate speech and writing</p>		<ul style="list-style-type: none"> I can use frequently occurring words and phrases 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
4	-I understand what the figured bass symbols mean.	-I can add implied notes from a figured bass and add them to the inner voices in four-part writing.	
5	-I can reduce open score chords to a single staff.	-I can translate open score into Figured Bass	
6	-I can identify the implied notes from a figured bass.	-I can realize the notation from Figured Bass	

Unit Title:	
<h1>4. Cadences</h1>	
Relevant Standards: Bold indicates priority	
<p>MU:Cr2.1.C.1a - Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.</p> <p>MU:Cr3.1.C.1a - Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.</p> <p>MU:Re7.2.C.1a - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.</p> <p>MU:Re9.1.C.1a - Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.</p>	
Essential Question(s):	Enduring Understanding(s):
Cr2.1 How do musicians make creative decisions?	Cr2.1: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Cr3.1 How do musicians improve the quality of their	Cr3.1: Musicians evaluate, and refine their work through

creative work? Re7.2 How does understanding the structure and context of music inform a response? Re9.1 How do we judge the quality of musical work(s)?	openness to new ideas, persistence, and the application of appropriate criteria. Re7.2: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Demonstration of Learning:	Pacing for Unit
Identification, decoding, and writing of musical cadences. Unit quiz	2 classes
Family Overview (link below)	Integration of Technology:
In this unit (Cadences), students will learn about chord sequences at the end of musical phrases.	-Playing recordings to identify cadences (CDs, Bluetooth device, computer) <i>www.musictheory.net</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Cadence Perfect Authentic Cadence Imperfect Authentic Cadence Plagal Cadence Half Cadence Phrygian Cadence Deceptive Cadence Voice Leading rules	Handouts Staff Paper Notebook Computer
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	All songs end the same.
Connections to Prior Units:	Connections to Future Units:
Music Theory 1: Unit 4 - Triads Music Theory 2: Unit 3 - Figured Bass	Music Theory 2: Unit 8 - Secondary Function
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Language & Symbols 2.1 Clarify vocabulary and symbols 2.2 Support decoding of text, mathematical notation, and symbols Building Knowledge 3.1 Connect prior knowledge to new learning	<ul style="list-style-type: none"> • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge. • Offer graphic symbols with alternative text descriptions. • Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions, or narratives) through alternatives • Offer clarification of notation through lists of key

<p>Strategy Development</p> <p>6.3 Organize information and resources</p>	<p>terms.</p> <ul style="list-style-type: none"> Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines). Use checklists and guides for note-taking.
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
<p>9-12.1 An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p>9-12.7 An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing</p> <p>9-12.9 An EL can . . . create clear and coherent grade-appropriate speech and text.</p> <p>9-12.10 An EL can . . . make accurate use of standard English to communicate in grade appropriate speech and writing</p>	<ul style="list-style-type: none"> I can identify a few key words and phrases in oral communications and simple oral and written texts I can understand and respond to simple yes/no questions about familiar topics I can communicate basic information about a topic I can use frequently occurring words and phrases

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
7	-I can define the different types of Cadences in music. -I can identify the types of cadences in musical examples.	-I can identify the different cadence types (and their application in musical phrases).	
8	-I can write cadences in four-part harmony	I can write four part cadences using voice leading rules.	

Unit Title:

5. Non-Harmonic Tones/Non-Chord Tones (NHTs/NCTs)

Relevant Standards: Bold indicates priority

MU:Cr3.1.C.1a - Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

MU:Re7.2.C.1a - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

MU:Re9.1.C.1a - Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

Essential Question(s):	Enduring Understanding(s):
<p>Cr3.1 How do musicians improve the quality of their creative work?</p> <p>Re7.2 How does understanding the structure and context of music inform a response?</p> <p>Re9.1 How do we judge the quality of musical work(s)?</p>	<p>Cr3.1: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Re7.2: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
Demonstration of Learning:	Pacing for Unit
<p>Identification, decoding, and writing of harmonic cadences..</p> <p>Unit quiz</p>	<p>4 classes</p>
Family Overview (link below)	Integration of Technology:
<p>In this unit (Non-Chord Tones), students will identify notes that don't fit in the chord, their label and their expected resolution.</p>	<p>www.musictheory.net</p>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>Passing tone (PT) (accented and unaccented)</p> <p>Neighboring Tone (NT) (upper and lower)</p> <p>Escape Tone (ET)</p> <p>Appoggiatura (APP)</p> <p>Anticipation (ANT)</p> <p>Retardation (RET)</p> <p>Suspension (SUS), 4-3, 9-8, 7-6</p> <p>Non-chord tone/Non-harmonic tone</p> <p>Resolution</p> <p>Voice Leading rules</p>	<p>Handouts</p> <p>Staff Paper</p> <p>Notebook</p> <p>Computer</p>
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<p>N/A</p>	
Connections to Prior Units:	Connections to Future Units:
<p>Music Theory 1: Unit 4 - Triads</p> <p>Music Theory 2: Unit 3 - Figured Bass</p>	<p>AP Music Theory</p>
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:

<p>Language & Symbols 2.1 Clarify vocabulary and symbols</p> <p>2.2 Support decoding of text, mathematical notation, and symbols</p> <p>Building Knowledge 3.1 Connect prior knowledge to new learning</p> <p>Expression and Communication 5.2 Use multiple tools for construction, composition, and creativity</p> <p>Strategy Development 6.3 Organize information and resources</p>	<ul style="list-style-type: none"> • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge. • Offer graphic symbols with alternative text descriptions. • Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions, or narratives) through alternatives • Offer clarification of notation through lists of key terms. • Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines). • Use Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software. • Use checklists and guides for note-taking.
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Supporting Multilingual/English Learners

Related CELP standards :	Learning Targets:
<p>9-12.1 An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p>9-12.7 An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing</p> <p>9-12.9 An EL can . . . create clear and coherent grade-appropriate speech and text.</p> <p>9-12.10 An EL can . . . make accurate use of standard English to communicate in grade appropriate speech and writing</p>	<ul style="list-style-type: none"> • I can identify a few key words and phrases in oral communications and simple oral and written texts • I can understand and respond to simple yes/no questions about familiar topics • I can communicate basic information about a topic • I can use frequently occurring words and phrases

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
9-10	-I can identify non-chord tones in musical examples by analyzing the underlying chord and finding notes that don't belong. -I can appropriately label the different types of non chord tones	1) I can identify and label all non-harmonic tones in a melody or 4-part score	
11-12	-I understand the required resolutions of the different types of NCTs.	1)I can properly notate non chord tones in a melody or 4-part score	

Unit Title:

6. Phrases and Periods

Relevant Standards: Bold indicates priority

MU:Cr3.1.C.Ia - Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

MU:Re7.2.C.IIa - Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.

MU:Re8.1.C.Ia - Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

MU:Re9.1.C.Ia - Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

Essential Question(s):

- Cr3.1** How do musicians improve the quality of their creative work?
- Re7.2** How does understanding the structure and context of music inform a response?
- Re8.1** How do we discern the musical creators' and performers' expressive intent?
- Re9.1** How do we judge the quality of musical work(s)?

Enduring Understanding(s):

- Cr3.1:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Re7.2:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Re8.1** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Re9.1** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Demonstration of Learning:

Identification, decoding, and writing of Phrases and Periods.

Unit quiz

Pacing for Unit

4 classes

Family Overview (link below)

In this unit (Phrases and Periods), students will look at larger sections of written music to look for patterns both melodic and harmonic.

Integration of Technology:

www.musictheory.net

Unit-specific Vocabulary:

Motive
Sequence
3-2-1 ending
Period
Parallel Period

Aligned Unit Materials, Resources, and Technology (beyond core resources):

Handouts
Staff Paper
Notebook
Computer

Contrasting Period Double Period 3-phrase period			
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
N/A			
Connections to Prior Units:		Connections to Future Units:	
Music Theory 2: Unit 4 - Cadences		AP Music Theory	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Expression and Communication 5.2 Use multiple tools for construction, composition, and creativity		<ul style="list-style-type: none"> Use Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.1 An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.		<ul style="list-style-type: none"> I can identify a few key words and phrases in oral communications and simple oral and written texts I can understand and respond to simple yes/no questions about familiar topics I can communicate basic information about a topic I can use frequently occurring words and phrases 	
9-12.7 An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing			
9-12.9 An EL can . . . create clear and coherent grade-appropriate speech and text.			
9-12.10 An EL can . . . make accurate use of standard English to communicate in grade appropriate speech and writing			
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
13	1) I can identify a motive in a piece of music.	1) I can correctly identify the motive in a musical excerpt	
14	2) I can identify the melodic structure of a piece of music (motive, focal point, etc).	2) I can identify the elements of a melody (motive, sequence, 3-2-1	

		ending, focal point)	
15	3) I can identify phrases and determine if they form a period and determine which type of period is formed.	3) I can diagram a phrase with phrase length and how the phrases relate to each other	
16	4) I can diagram phrases and tell how they relate to each other (A, B, A', etc).		

Unit Title:

7. Texture Terms and Textural Reductions

Relevant Standards: Bold indicates priority

MU:Cr3.1.C.1a - Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

MU:Re7.2.C.11a - Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.

MU:Re8.1.C.1a - Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

MU:Re9.1.C.1a - Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

Essential Question(s):

- Cr3.1** How do musicians improve the quality of their creative work?
- Re7.2** How does understanding the structure and context of music inform a response?
- Re8.1** How do we discern the musical creators' and performers' expressive intent?
- Re9.1** How do we judge the quality of musical work(s)?

Enduring Understanding(s):

- Cr3.1:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Re7.2:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Re8.1** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Re9.1** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Demonstration of Learning:

Identification, decoding, and writing of musical Textures.

Unit Quiz

Pacing for Unit

4 classes

Family Overview (link below)

Integration of Technology:

In this unit (Texture), students will explore different ways chords and melodies are presented in music. They will consider how many parts are present, and whether the vertical harmony or horizontal melody is primary.	www.musictheory.net
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Monophonic Homophonic Heterophony Melody with accompaniment Polyphony Harmonic Rhythm	Handouts Staff Paper Notebook Computer
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	
Connections to Prior Units:	Connections to Future Units:
N/A	AP Music Theory
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Language & Symbols 2.1 Clarify vocabulary and symbols 2.2 Support decoding of text, mathematical notation, and symbols</p> <p>Expression and Communication 5.2 Use multiple tools for construction, composition, and creativity</p>	<ul style="list-style-type: none"> • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge. • Offer graphic symbols with alternative text descriptions. • Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions, or narratives) through alternatives • Offer clarification of notation through lists of key terms. • Use Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software.
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
<p>9-12.1 An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p>9-12.7 An EL can . . . adapt language choices to purpose, task,</p>	<ul style="list-style-type: none"> • I can identify a few key words and phrases in oral communications and simple oral and written texts • I can understand and respond to simple yes/no questions about familiar topics • I can communicate basic information about a topic • I can use frequently occurring words and

and audience when speaking and writing		phrases	
9-12.9 An EL can . . . create clear and coherent grade-appropriate speech and text.			
9-12.10 An EL can . . . make accurate use of standard English to communicate in grade appropriate speech and writing			
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
17-20	I can identify the quality of texture in musical examples.	1) I can use appropriate texture term to identify musical elements in printed music 2) I can write a textural reduction of a piano score 3) I can identify the Harmonic Rhythm of a musical excerpt	

Unit Title:	
8. Secondary Functions	
Relevant Standards: Bold indicates priority	
<p>MU:Cr2.1.C.1a - Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.</p> <p>MU:Cr3.1.C.1a - Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.</p> <p>MU:Re7.2.C.1a - Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.</p> <p>MU:Re8.1.C.1a - Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.</p> <p>MU:Re9.1.C.1a - Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr2.1 How do musicians make creative decisions?</p> <p>Cr3.1 How do musicians improve the quality of their creative work?</p> <p>Re7.2 How does understanding the structure and</p>	<p>Cr2.1: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Cr3.1: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Re7.2: Response to music is informed by analyzing</p>

<p>context of music inform a response?</p> <p>Re8.1 How do we discern the musical creators' and performers' expressive intent?</p> <p>Re9.1 How do we judge the quality of musical work(s)?</p>	<p>context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Re8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
Demonstration of Learning:	Pacing for Unit
<p>Identification, decoding, and writing of secondary dominant chords and functions.</p> <p>Unit Quiz</p>	7 classes
Family Overview (link below)	Integration of Technology:
<p>In this unit (Secondary Functions), students will expand their understanding of chord progressions to include chords that are outside the key signature.</p>	www.musictheory.net
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>Secondary Dominants V/V, V/ii, V/vi, V/IV, vii6/V</p>	<p>Handouts Staff Paper Notebook Computer</p>
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	
Connections to Prior Units:	Connections to Future Units:
<p>Music Theory 1: Unit 4 - Triads Music Theory 2: Unit 3 - Figured Bass Music Theory 2: Unit 4 - Cadences</p>	AP Music Theory
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Language & Symbols 2.1 Clarify vocabulary and symbols 2.2 Support decoding of text, mathematical notation, and symbols</p> <p>Expression and Communication 5.2 Use multiple tools for construction, composition, and creativity</p> <p>Strategy Development 6.3 Organize information and resources</p>	<ul style="list-style-type: none"> • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge. • Offer graphic symbols with alternative text descriptions. • Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions, or narratives) through alternatives • Offer clarification of notation through lists of key terms. • Use Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software. • Use checklists and guides for note-taking.

Supporting Multilingual/English Learners

Related CELP standards:

9-12.1
An EL can ... construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

9-12.7
An EL can ... adapt language choices to purpose, task, and audience when speaking and writing

9-12.9
An EL can ... create clear and coherent grade-appropriate speech and text.

9-12.10
An EL can ... make accurate use of standard English to communicate in grade appropriate speech and writing

Learning Targets:

- I can identify a few key words and phrases in oral communications and simple oral and written texts
- I can understand and respond to simple yes/no questions about familiar topics
- I can communicate basic information about a topic
- I can use frequently occurring words and phrases

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
21-22	-I can identify a secondary chord as being outside of the key signature of the musical example.	1) I can write & identify secondary functions in any key	
23-24	-I can identify and define how this chord is a temporary tonicization of the preceding chord by using appropriate Roman and Arabic Numerals.		
25-27	-I can resolve the members of the secondary dominant chord properly into the following chord using voice leading rules.	2) I can appropriately write resolution chords to secondary functions	