

CURRICULUM MAP MUSIC THEORY

Week 1-3	Weeks 4-6	Weeks 7-9
<p><i>Written: Be able to identify the grand staff, treble and bass clefs, ledger lines, note values, measure lines, 4/4 time signature, and rest values.</i></p> <p>Creative Expression and Communication 5.6 Read, write and perform rhythm patterns (in 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms. 5.8 Identify key signatures.</p> <p><i>Ear training: Be able to identify high and low pitches, note directions and recognize ranges.</i></p> <p>Analyzing and Responding 10.2 Identify the tonality of a given work in relation to intervals and scales both aurally and visually.</p> <p>Creative Expression and Communication 8.7 Identify whole steps, half steps and intervals in major and natural minor scales.</p> <p><i>Listening: Recognize and identify music by time periods</i></p> <p>Historical, Cultural and Social Contexts 9.3 Recognize and classify Western music literature by historical periods.</p>	<p><i>Written: Be able to identify 2/4 and 3/4 time signatures, dotted note and rest values, ties and slurs, repeat signs, eighth note and rest values, dynamic signs, and tempo marks.</i></p> <p>Creative Expression and Communication 5.6 Read, write and perform rhythm patterns (in 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms. 5.8 Identify key signatures.</p> <p><i>Ear training: Be able to identify note values and do simple rhythmic dictation.</i></p> <p>Analyzing and Responding 9.3 Describe basic terminology and symbols used in a varied repertoire of music.</p> <p><i>Listening: Recognize and identify music by time periods.</i></p> <p>Historical, Cultural and Social Contexts 11.3 Compare and contrast the performance practices of music from various historical periods.</p>	<p><i>Written: Be able to identify and demonstrate articulations, advanced repeat signs, accidentals, and enharmonic notes.</i></p> <p>Creative Expression and Communication 5.6 Read, write and perform rhythm patterns (in 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms. 5.8 Identify key signatures.</p> <p><i>Ear training: Be able to write in missing note and rest values in a dictated or written line</i></p> <p>Creative Expression and Communication 8.6 Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p><i>Listening: Recognize and identify music by time periods.</i></p> <p>Historical, Cultural and Social Contexts 12.2 Critique various music styles from the United States, other cultures and historical periods.</p>

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Weeks 10-12	Weeks 13-15	Weeks 16-18
<p><i>Written: Be able to identify tetrachords, major chords, simple intervals, chromatic scales, and circle of fifths.</i></p> <p>Creative Expression and Communication</p> <p>11.6 Identify and/or notate concert pitch major scales [i.e., Band: D, G, C, F, B, E, A; Strings: E, A, D, G, C, F, B; Vocal/Choral: B, E, A, D, G, C, F, B, E, A, D].</p> <p><i>Ear training: Identify whole and half step intervals, Simple melodic dictation, Be able to work in key signatures up through 3 sharps and flats.</i></p> <p>Creative Expression and Communication</p> <p>7.9 Identify and/or notate concert pitch major scales [i.e., Band: C, F, B, E, A; Strings: A, D, G, C, F].</p> <p><i>Listening: Recognize and identify music through simple forms.</i></p> <p>Historical, Cultural and Social Contexts</p> <p>8.2 Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.</p>	<p><i>Written: Be able to write and recognize advances intervals, 16th note and rest values, dotted 8th note values, common time and cut time, compound time signatures, triple values and syncopations.</i></p> <p>Creative Expression and Communication</p> <p>8.6 Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>9.9 Read and perform music with dotted eighth and sixteenth notes and syncopation in duple, triple and compound meters.</p> <p><i>Ear training: Be able to sing note intervals in solfege.</i></p> <p>Creative Expression and Communication</p> <p>10.4 Demonstrate sight-reading abilities.</p> <p><i>Listening: Recognize and identify music through elements of music vocabulary.</i></p> <p>Analyzing and Responding</p> <p>8.1 Compare and contrast a varied repertoire of music on the basis of how elements of music are used to make the works unique and expressive.</p> <p>10.5 Evaluate the use of elements of music in music examples of contrasting genres and/or cultures.</p>	<p><i>Written: Be able to recognize and write triads, scale degree names, and Dominant Seven chords.</i></p> <p>Analyzing and Responding</p> <p>9.5 Identify traditional harmonic progressions (e.g., I-V-I) in selected repertoire aurally.</p> <p><i>Ear training: Be able to recognize triads and dominant seventh chords.</i></p> <p>Analyzing and Responding</p> <p>9.5 Identify traditional harmonic progressions (e.g., I-V-I) in selected repertoire aurally.</p> <p><i>Listening: Be able to recognize music from other cultures. (Non-Western Music)</i></p> <p>Historical, Cultural and Social Contexts</p> <p>10.2 Interpret various music styles from the United States, other cultures and historical periods.</p> <p>Connections, Relationships and Applications</p> <p>12.5 Compare and contrast different roles musicians assume in various cultures and music settings, and describe skills and training needed.</p> <p><i>Career Exploration: Identify different roles of musicians in various cultures in the work place.</i></p> <p>Connections, Relationships and Applications</p> <p>12.6 Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).</p> <p>Advanced Students</p> <p><i>Written: Be able to recognize and write simple chordal analysis, 1st and 2nd inversions, cadence recognition, figured bass, and minor scales</i></p> <p>Analyzing and Responding</p> <p>9.5 Identify traditional harmonic progressions (e.g., I-V-I) in selected repertoire aurally.</p> <p><i>Ear training: Be able to aurally recognize 1st and 2nd inversions, cadences, and minor scales.</i></p> <p>Analyzing and Responding</p> <p>12.3 Identify traditional harmonic progressions (e.g., I, vi, IV, ii, V7, I) in selected repertoire aurally.</p> <p><i>Listening: Be able to recognize and analyze larger works through form and historical significance of the work.</i></p> <p>Analyzing and Responding</p> <p>8.2 Identify components of larger music works (e.g., symphony, mass, concerto).</p>