

AP Music Theory - I. Music Theory I Fundamentals Review

Content Area: **Fine Arts**
Course(s): **AP MUS TH, MUSIC THEORY**
Time Period: **Marking Period 1**
Length: **5 weeks**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

Visual & Performing Arts Standards (2020)

MU.9-12.1.3B.12adv.Cn	Connecting
MU.9-12.1.3B.12adv.Cr	Creating
MU.9-12.1.3B.12adv.Pr	Performing
MU.9-12.1.3B.12adv.Re	Responding

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to recall prior knowledge from Music Theory I course necessary to continue in Music Theory II (AP).

Concepts

Essential Questions

- Can you complete the circle of fifths, drawing/identifying all major key signatures and relative minors?
- Can you define and identify the standard types of non-harmonic tones?
- Can you draw and identify intervals of various size, quality and direction?
- Can you notate and identify triads of various qualities and inversions?
- What Roman Numerals are assigned to triads of the major/minor scale?
- What are the primary symbols used to notate pitch?
- What are the primary symbols used to notate rhythm?

Understandings

Students will understand how the listed elements of music are utilized.

Critical Knowledge and Skills

Knowledge

Students will know:

- **Aspects of Sound**

- Pitch–Wavelength

- Dynamic–Wave Height

- Timbre–Waveform

- Articulation–Envelope

- Duration

- **Piano Keyboard**

- Octave Designation

- Half Step

- Whole Step

- Chromatic

- Enharmonic

- **Accidental**

- Flat

- Sharp

- Natural

- Double Sharp

- Double Flat

- Cautionary Accidental

- **Clefs**

- G Clef

- Treble Clef

- F Clef

- Bass Clef

- C Clef

- Alto Clef

- Tenor Clef

- Neutral Clef

- **Grand Staff**

- **Notation**

- Accidental

- Note Head

- Stem

- Flag

- Beam

- Bar Line

- Double Bar Line

- Final Bar Line

- Ledger Lines

- Measure

- Staff

- Staves

- System

- Alla Breve
- Anacrusis
- Bar Line
- Beat
- **Beat type**
 - Compound
 - Simple
- Changing Meter (Multimeter)
- Common Time
- Dot, Double Dot
- Dotted Rhythm
- Duplet, Triplet
- Duration
- Downbeat
- Hemiola
- Irregular Meter
- **Meter**
 - Asymmetrical Meter
 - Duple
 - Triple
 - Quadruple
- Note Value
- Rhythm
- Subdivision
- Syncopation
- Tempo
- Tie
- Time Signature (Meter Signature)

- **Diatonic Scale/Chord Names**

- 1̂ Tonic
- 2̂ Supertonic
- 3̂ Mediant
- 4̂ Subdominant
- 5̂ Dominant
- 6̂ Submediant
- 6̂ Raised Submediant
- 7̂ Subtonic
- 7̂ Leading Tone

- **Scales/Keys/Modes**

- Accidental
- Blues Scale
- Circle of Fifths
- Chromatic, Chromaticism
- Diatonic
- Key
- Key Signature
- Major and Minor Pentachord
- Major Tetrachord
- Major (Ionian)

- **Minor**

- Harmonic Minor
- Melodic Minor (ascending/
descending)
- Natural Minor (Aeolian)

- **Mode**

- Ionian
- Dorian
- Phrygian
- Lydian
- Mixolydian
- Aeolian
- Locrian
- Modality
- Movable-Do Solfeggio System
- Octatonic Scale (Diminished Scale)
- Parallel key (parallel major or
parallel minor)
- Pentatonic Scale
- Relative Key (relative major or
relative minor)
- Scalar Variance
- Tonal
- Tonality
- Tonic
- Whole-Tone Scale

Skills

Students will be able to:

Identify and construct all of the musical items listed above.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Homework
- Quizzes
- Daily Exercises
- Performance Tasks

School Summative Assessment Plan

- Unit Test

Primary Resources

Barron's AP Music Theory Text by Nancy Scoggin

Supplementary Resources

Teacher created materials

Technology Integration and Differentiated Instruction

Technology Integration

- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.
- One to One Student laptop- All students within the West Deptford School District are given a

computer, allowing for 21st century learning to occur within every lesson/topic.

- Additional Support Videos (Youtube.com, TedTalks,
- Use of search engines, online websites, databases, etc.
- Online assessments
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions.
- ☐ These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- ☐ Beginning
- ☐ Intermediate
- ☐ Advanced
- ☐ All assignments will be created/translated in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

WHY teach music?

music is a science

It is exact, specific; it demands exact acoustics. A conductor's full score is a chart, a graph which indicates frequencies, intensities, volume changes, melody and harmony all at once and with the most exact control of time.

music is mathematical

It is rhythmically based on the subdivision of time into fractions which must be done instantaneously, not worked out on paper.

music is a foreign language

Most of the terms are in Italian, German, or French; and the notation is certainly not English – but a highly developed kind of shorthand that uses symbols to represent ideas. The semantics of music is the most complete and universal language. Also, many songs we study are from other cultures.

music is physical education

It requires fantastic coordination of fingers, hands, arms, lip, cheek, and facial muscles, in addition to extraordinary control of the diaphragmatic, back, stomach, and chest muscles, which respond instantly to the sound the ear hears and the mind interprets.

most of all, music is art.

It allows a human being to take all these dry, technically boring (but difficult) techniques and use them to create emotion. That is one thing science cannot duplicate: humanism, feeling, emotion.

Learning Plan / Pacing Guide

Week 1:

Student assessments of prior knowledge

Course outline/Overview

Week 2:

TEXT - CHAPTER 1 - Music Fundamentals

Week 3:

TEXT - CHAPTER 2 - Rhythm, Meter and Metric Organization

Week 4:

TEXT - CHAPTER 3 - Scales, Keys, and Modes

Week 5:

TEXT - CHAPTER 3 - Scales, Keys, and Modes

AP Music Theory - II. Harmonic Organization

Content Area: **Fine Arts**
Course(s): **AP MUS TH, MUSIC THEORY**
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
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Transfer Goals and Career Ready Practices

Transfer Goals

Concepts

Essential Questions

- How do tonic, dominant and pre-dominant chords function in a progression?
- How does a chord's inversion affect its function?
- What are the four primary types of cadences?
- What are the tonic, dominant and pre-dominant triads?
- What is figured bass?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

Chords in Diatonic Context

Harmonic Function of Triads

Inversions of Triads

Inversions of Seventh Chords

Figured Bass

Cadences

Skills

Students will be able to:

Compose and analyze music containing Chords in Diatonic Context, Harmonic Function of Triads, Inversions of Triads, Inversions of Seventh Chords, Figured Bass & Cadences

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Homework
- Quizzes
- Daily Exercises
- Performance Tasks

School Summative Assessment Plan

- Unit Test

Primary Resources

Barron's AP Music Theory Text by Nancy Scoggin

Supplementary Resources

Teacher created materials

Technology Integration and Differentiated Instruction

Technology Integration

- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.

- One to One Student laptop- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
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- Use of search engines, online websites, databases, etc.
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- Review of information/terms/etc. (Kahoot.com and Quizlet.com)

Differentiated Instruction

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- ☐ These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
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English Language Learners (N.J.A.C.6A:15)

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Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

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Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

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Learning Plan / Pacing Guide

Week 1:

TEXT - CHAPTER 5 - Harmonic Organization: Intervals, Triads, and Seventh Chords

Focus on Intervals

Week 2:

TEXT - CHAPTER 5 - Harmonic Organization: Intervals, Triads, and Seventh Chords

Focus on Triads

Week 3:

TEXT - CHAPTER 5 - Harmonic Organization: Intervals, Triads, and Seventh Chords

Focus on Seventh Chords

AP Music Theory - III. Harmonic Composition

Content Area: **Fine Arts**
Course(s): **AP MUS TH, MUSIC THEORY**
Time Period: **Marking Period 2**
Length: **8 weeks**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
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MU.9-12.1.3B.12adv.Pr	Performing
MU.9-12.1.3B.12adv.Re	Responding

Transfer Goals and Career Ready Practices

Transfer Goals

Concepts

Essential Questions

- What are the principles of 18th century voice leading practices?
- What are the standard ranges for soprano, alto, tenor and bass voices?
- What is voice leading?
- What voice leading movements are forbidden?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

Voice Parts (SATB)

Principles of 4-Part Wiring

18th Century Voice Leading Practices Progressive Harmonic Composition

Root position triads

1st inversion triads

2nd inversion triads

3rd inversion triads

Regressive Harmonic Composition

Skills

Students will be able to:

Compose and analyze music containing

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Homework
- Quizzes
- Daily Exercises
- Performance Tasks

School Summative Assessment Plan

- Unit Test

Primary Resources

Barron's AP Music Theory Text by Nancy Scoggin

Supplementary Resources

Teacher created materials

Technology Integration and Differentiated Instruction

Technology Integration

- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
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Model examples for projects

Clarification of directions and instructions

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Interdisciplinary Connections

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Learning Plan / Pacing Guide

Week 1:

TEXT - CHAPTER 8 - HARMONIC COMPOSITION FUNDAMENTALS

- Part writing Rules
- Part writing as a game

Week 2:

TEXT - CHAPTER 8 - HARMONIC COMPOSITION FUNDAMENTALS

- 4 Part Writing Examples from Figured Bass and Roman Numeral writing Rules
- Part writing as a game

Week 3:

TEXT - CHAPTER 9 - HARMONIC PROGRESSION & HARMONIZING A MELODY

- Developing a Harmonic Progression

Week 4:

TEXT - CHAPTER 9 - HARMONIC PROGRESSION & HARMONIZING A MELODY

- Fundamentals of Melodic Harmonization

Week 5:

TEXT - CHAPTER 10 - MELODIC COMPOSITION

- Melodic Form
- Melodic Structure

Week 6:

TEXT - CHAPTER 10 - MELODIC COMPOSITION

- Non-Chord Tones

Week 7:

TEXT - CHAPTER 10 - MELODIC COMPOSITION

- Non-Chord Tones

Week 8:

PROJECT - COMPOSITION PROJECT

- Culminating project employing all unit topics and skills.

AP Music Theory - IV. Key Relationships & Secondary Function Harmony

Content Area: **Fine Arts**
Course(s): **AP MUS TH, MUSIC THEORY**
Time Period: **Marking Period 1**
Length: **6 weeks**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
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Visual & Performing Arts Standards (2020)

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MU.9-12.1.3B.12adv.Re	Responding

Transfer Goals and Career Ready Practices

Transfer Goals

Concepts

Essential Questions

- How are secondary function triads employed?
- How do you determine what keys are “closely related?”
- What are secondary function triads?
- What are some purposes of modulation in a written work?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

- Mode Mixture
- Modulation
- Closely Related Keys
- Secondary Dominants & Leading Tones
- Relating Secondary Function to:
- Sight singing
- Melodic dictation
- Harmonizing a melody
- Harmonic dictation
- Part Writing & Figured Bass

Skills

Students will be able to:

Compose and analyze music containing:

- Mode Mixture
- Modulation
- Closely Related Keys
- Secondary Dominants & Leading Tones
- Relating Secondary Function to:
- Sight singing

- Melodic dictation
- Harmonizing a melody
- Harmonic dictation
- Part Writing & Figured Bass

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Homework
- Quizzes
- Daily Exercises
- Performance Tasks

School Summative Assessment Plan

- Unit Test

Primary Resources

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Supplementary Resources

Teacher created materials

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Learning Plan / Pacing Guide

Week 1:

TEXT - CHAPTER 12 - KEY RELATIONSHIPS

- Mode Mixture

Week 2:

TEXT - CHAPTER 12 - KEY RELATIONSHIPS

- Modulation

Week 3:

TEXT - CHAPTER 12 - KEY RELATIONSHIPS

- Closely Related Keys

Week 4:

TEXT - CHAPTER 13 - SECONDARY FUNCTION HARMONY

- Recognizing Secondary Dominants & Leading Tones

- Building and Resolving Secondary Dominants & Leading Tones

Week 5:

TEXT - CHAPTER 13 - SECONDARY FUNCTION HARMONY

- Hearing & Notating Secondary Dominants & Leading Tones

Week 6:**TEXT - CHAPTER 13 - SECONDARY FUNCTION HARMONY**

- Relating Secondary Function to Sight-Singing
- Relating Secondary Function to Melodic Dictation
- Relating Secondary Function to Harmonizing a Melody
- Relating Secondary Function to Harmonic Dictation
- Relating Secondary Function to Part Writing & Figured Bass Realization

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AP Music Theory - V. Visual Score Analysis

Content Area: **Fine Arts**
Course(s): **AP MUS TH, MUSIC THEORY**
Time Period: **Marking Period 3**
Length: **4 weeks**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

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TECH.9.4.12.CT	Critical Thinking and Problem-solving
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MU.9-12.1.3B.12adv.Pr	Performing
MU.9-12.1.3B.12adv.Re	Responding

Transfer Goals and Career Ready Practices

Transfer Goals

Concepts

Essential Questions

- How can you determine the form of a given work?
- How do you distinguish or characterize the timbre of each instrument family?
- What determines a work's musical texture?
- What determines a work's musical timbre?
- Why are some instruments transposed?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

- Phrase Structure and Sectional Form
- Texture
- Instrumentation and Identification of Timbre
- Transposition

Skills

Students will be able to:

Compose and analyze music containing

- Phrase Structure and Sectional Form
- Texture
- Instrumentation and Identification of Timbre
- Transposition

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Homework
- Quizzes
- Daily Exercises
- Performance Tasks

School Summative Assessment Plan

- Unit Test

Primary Resources

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Supplementary Resources

Teacher created materials

Technology Integration and Differentiated Instruction

Technology Integration

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Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions.
- ☐ These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
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Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

WHY teach music?

music is a science

It is exact, specific; it demands exact acoustics. A conductor's full score is a chart, a graph which indicates frequencies, intensities, volume changes, melody and harmony all at once and with the most exact control of time.

music is mathematical

It is rhythmically based on the subdivision of time into fractions which must be done instantaneously, not worked out on paper.

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Learning Plan / Pacing Guide

Week 1:

TEXT - CHAPTER 16 - VISUAL SCORE ANALYSIS
- Phrase Structure & Sectional Form

Week 2:

TEXT - CHAPTER 16 - VISUAL SCORE ANALYSIS
- Texture

Week 3:

TEXT - CHAPTER 16 - VISUAL SCORE ANALYSIS
- Instrumentation & Identification of Timbre

Week 4:

TEXT - CHAPTER 16 - VISUAL SCORE ANALYSIS
- Transposition

AP Music Theory - VI. AP Test Prep - Strategies & Skills Development

Content Area: **Fine Arts**
Course(s): **AP MUS TH, MUSIC THEORY**
Time Period: **Marking Period 3**
Length: **5 weeks**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

Visual & Performing Arts Standards (2020)

MU.9-12.1.3B.12adv.Cn	Connecting
MU.9-12.1.3B.12adv.Cr	Creating
MU.9-12.1.3B.12adv.Pr	Performing
MU.9-12.1.3B.12adv.Re	Responding

Transfer Goals and Career Ready Practices

Transfer Goals

Concepts

Essential Questions

- What are the best practices to complete each free response question of the AP Music Theory Exam?
- What knowledge are you calling upon to successfully complete each free response question of the AP Music Theory Exam?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

- Strategies for Multiple Choice – Part A
- Strategies for Multiple Choice – Part B
- Strategies for Melodic Dictation
- Strategies for Harmonic Dictation
- Strategies for Sight Singing

Skills

Students will be able to employ...

- Strategies for Multiple Choice – Part A
- Strategies for Multiple Choice – Part B
- Strategies for Melodic Dictation
- Strategies for Harmonic Dictation
- Strategies for Sight Singing

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Homework
- Quizzes
- Daily Exercises
- Performance Tasks

School Summative Assessment Plan

- Unit Test

Primary Resources

Barron's AP Music Theory Text by Nancy Scoggin

Supplementary Resources

Teacher created materials

Technology Integration and Differentiated Instruction

Technology Integration

- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
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Preferred seating assignment

Multiple representations

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Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

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Learning Plan / Pacing Guide

Week 1:

TEXT - CHAPTER 17 - STRATEGIES FOR MULTIPLE-CHOICE PART B

Week 2:

TEXT - CHAPTER 18 - STRATEGIES FOR MULTIPLE-CHOICE PART A

Week 3:

TEXT - CHAPTER 19 - STRATEGIES FOR MELODIC DICTATION: FR1 & FR2

Week 4:

TEXT - CHAPTER 20 - STRATEGIES FOR HARMONIC DICTATION: FR3 & FR4

Week 5:

TEXT - CHAPTER 21 - STRATEGIES FOR HARMONIZING A MELODY: FR7

AP Music Theory - VII. Composition Project

Content Area: **Fine Arts**
Course(s): **AP MUS TH, MUSIC THEORY**
Time Period: **Marking Period 4**
Length: **5 weeks**
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Transfer Goals and Career Ready Practices

Transfer Goals

Concepts

Essential Questions

- What are essential elements of a well constructed work?
- What do you need to determine before you compose a piece of music?

Critical Knowledge and Skills

Knowledge

Students will know:

Compositional elements, procedures and purposes.

Skills

Students will be able to:

Compose and analyze music containing

- Compositional elements, procedures and purposes.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Progress Review
- Draft Assignments
- Daily Feedback

School Summative Assessment Plan

- Unit Project

Primary Resources

Supplementary Resources

Technology Integration and Differentiated Instruction

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Learning Plan / Pacing Guide

Week 1:

COMPOSITION GUIDELINES

- Choose Instrumentation, Meter, Tonality

Week 2:

COMPOSITION GUIDELINES

- Build Harmonic Progressions

Week 3:

COMPOSITION GUIDELINES

- Build Melodic Material

Week 4:

COMPOSITION GUIDELINES

- Develop Accompaniment

Week 5:

COMPOSITION GUIDELINES

- Orchestrate all content

