

Title of Topics	NYS Standards	Skills (SWBAT...)	Essential Questions	Vocabulary (embed aural skills) (embed mus hist)	Major Assessments	Time frame
Unit 1 – Fundamentals I <ul style="list-style-type: none"> <li>• Pitch</li> <li>• Major scales</li> <li>• Key sign’s</li> <li>• Rhythm</li> <li>• Meter</li> <li>• Expressive Elements</li> <li>• Aural Skills</li> <li>• Medieval Mus</li> </ul>	<b>MU:Re7.1.C.HSI</b>  <b>MU:Cr3.2.C.HSI</b>	Take in the introductory fundamentals reading and writing music notation  Understand the Medieval musical period in a historical and stylistic context  Use symbols and terms to describe features of pitch in notated music, including pitch patterns and relationships, and melodic features	What is a staff? How do we determine and what attributes determine the quality of a pitch? How long do note values last for? What is artistry? How do we notate different musical elements in order to achieve musical expression? What is a scale and what is its function in music? What is the medieval period? What are some musical characteristics of this style?	Notation Staff Pitch Enharmonic(s) Key Signatures Time Signatures Major Scales Rhythm Meter Expressive Elements Whole/Half Steps Intervals Aural Skills Music History Medieval Music	Review Syllabus The Musical Staff Sheet Pitch class: Treble/Bass clef Treble/Bass/Alto/Tenor clef Clef and Key Signature Review Time Signature(s) Review Meter Review <ul style="list-style-type: none"> <li>• Duple &amp; Triple</li> <li>• Simple &amp; Compound</li> </ul> Pitch & Melody Write & Listen: <ul style="list-style-type: none"> <li>• Whole v Half Step</li> <li>• Accidentals</li> <li>• Intervals</li> </ul> Enharmonic Review Solfege Review (major) <a href="#">Introduce ‘C’ Key signature</a> <ul style="list-style-type: none"> <li>• <a href="#">Listening Playlist/Quiz</a></li> </ul> Circle of 4ths / 5ths Review Expressive Elements Sheet Order of Sharps & Flats Sheet Scale Degrees Sheet Major Scales (15) sheet – treble Major Scales (15) sheet – bass Whole/Half Step Exercises Interval Sheets/Exercises Aural/Rhythmic Dictation Quiz Unit 1 Review/Exam	09.12.2022-10.08.2022  (approx. 3-4wks)

<p>Unit 2 – Fundamentals II</p> <ul style="list-style-type: none"> <li>• Minor scales</li> <li>• Key Sign's</li> <li>• Melody</li> <li>• Timbre</li> <li>• Texture</li> <li>• Aural Skills II</li> <li>• Renaissance Music</li> </ul>	<p><b>MU:Re7.1.C.HSI</b></p> <p><b>MU:Cr3.2.C.HSI</b></p>	<p>Expand upon their fundamental knowledge of musical notation and scales to other existing scales and melodic functions</p>	<p>What is a minor scale and what is its function in music? How do different scales function among others? What is the Renaissance period? What are some musical characteristics of this style? Who were some notable musicians and composers of the time?</p>	<p>Minor Scales Key Signatures Melody Timbre Texture Intervals, cont'd</p>	<p>All minor scales listed (treble) All minor scales listed (bass) Natural/Harmonic/Melodic sheets Parallel/Relative sheet What is timbre (review) What is texture (review) Solfege Review (chromatics) <a href="#">Introduce Rhythm &amp; Meter</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Listening Playlist/Quiz</a></li> </ul> <p>Unit 2 review sheet Unit 2 exam</p>	<p>10.08.2022- 11.15.2022</p> <p>(approx.. 4- 5wks)</p>
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<p>Unit 3 – Fundamentals III</p> <ul style="list-style-type: none"> <li>• Triads</li> <li>• Seventh Chords</li> <li>• Aural Skills III</li> <li>• Baroque Music</li> </ul>	<p><b>MU:Re7.1.C.HSI</b></p> <p><b>MU:Cr3.2.C.HSI</b></p>	<p>Build and incorporate their foundational knowledge of scales and intervals into note-stacking</p>	<p>What is a triad? What is a chord? What is their purpose in music? What purpose does it serve to invert triads and seventh chords?</p>	<p>Triads Seventh Chords</p>	<p>Triad (major) sheets Triad (minor) sheets Triad (augmented) sheets Triad (diminished) sheets Triad Inversion sheets Intro to Seventh Chords sheets Seventh Chord Inversion Sheets</p> <p>Unit 3 review Unit 3 Exam</p>	<p>11.16.22- 12.14.22</p> <p>(approx.. 3 wks; holiday break in between)</p>
<p>MIDTERM EXAM</p> <ul style="list-style-type: none"> <li>• All of the above</li> </ul>		<p>Take an exam on materials from units 1-3 in order to display their knowledge and skill-sets in the fields of music theory, aural skills, and music history</p>	<p>All Q's listed above</p>	<p>All vocab listed above</p>	<p>Test on all topics listed above</p> <p>Survey distributed at end by instructor (submitted anonymously on student's course experience to improve instruction for next semester)</p>	<p>January 2023 (the week we come back from holiday break) Review results at the end of the week or beginning of the following week.</p>

<p>Unit 4 – Harmony and Voice Leading I</p> <ul style="list-style-type: none"> <li>• Chord function</li> <li>• Cadence</li> <li>• Phrase</li> <li>• Aural Skills IV</li> <li>• Classical Period</li> </ul>	<p><b>MU:Cr3.2.C.HSIII</b></p> <p><b>MU:Cr3.1.C.HSIII</b></p> <p><b>MU:Pr4.2.C.HSIII</b></p>	<p>Develop their understanding of the importance and purpose of note-stacking and its function in harmonic analysis and compositional material</p>	<p>Why is chord function important? What is a cadence? What is phrase structure and why is it so crucial in music composition?</p>	<p>Chord Function Cadence Phrase Counterpoint</p>	<p>Chord Function Sheets Cadence Sheets Phrasing Structure Sheets</p>	<p>01.09.23- 01.27.23</p> <p>(approx.3 wks)</p> <p>Then we move to PBL (see below)</p>
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<p>Unit 5 – Harmony and Voice Leading II</p> <ul style="list-style-type: none"> <li>• Chord Progressions</li> <li>• Predominant Function</li> <li>• Aural Skills V</li> <li>• Romantic Period</li> </ul>	<p><b>MU:Cr3.2.C.HSIII</b></p> <p><b>MU:Cr3.1.C.HSIII</b></p> <p><b>MU:Pr4.2.C.HSIII</b></p>	<p>See firsthand the relationships of chords and its function throughout music by listening, singing, and musical analysis</p>	<p>What is the purpose of chord progression? Why is predominant function necessary in part-writing?</p>	<p>Chord Progressions and Predominant Function</p>		<p>03.09.23 (3 wks)</p>
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<p>Unit 6 – Harmony and Voice Leading III</p> <ul style="list-style-type: none"> <li>• Embellishments</li> <li>• Motives</li> <li>• Melodic Devices</li> <li>• Aural Skills VI</li> <li>• Early 20<sup>th</sup> Century Music</li> </ul>	<p><b>MU:Cr3.2.C.HSIII</b></p> <p><b>MU:Cr3.1.C.HSIII</b></p> <p><b>MU:Pr4.2.C.HSIII</b></p>	<p>Strengthen their knowledge of harmonic analysis, compositional tools, and melodic devices to enrich their understanding of its evolution into the turn of the 20<sup>th</sup> century</p>	<p>What are some common and familiar embellishments used in part-writing and theoretical analysis? What are some commonly-used motives in music theory and part-leading? What are important melodic devices used in harmonic analysis and part-writing?</p>	<p>Embellishments Motives Melodic Devices</p>		<p>03.30.23- 04.17.23</p> <p>(approx.3wks)</p>
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<p>Unit 7 – Harmony and Voice Leading IV</p> <ul style="list-style-type: none"> <li>• Secondary Function</li> <li>• Aural Skills VII</li> <li>• Post-WWII and Late 20<sup>th</sup> Century Music</li> </ul>	<p><b>MU:Cr3.1.C.HSIII</b> <b>MU:Pr4.2.C.HSIII</b></p>	<p>Gain knowledge and understanding of what secondary function is and its implementation in music composition throughout history</p>	<p>What is secondary function and its purpose in the context of music writing?</p>	<p>Secondary Function</p>		<p>04.19.23-05.05.23  (2.5wks, at most)</p>
<p>Unit 8 – Modes and Form</p> <ul style="list-style-type: none"> <li>• Modes</li> <li>• Form</li> <li>• Aural Skills VIII</li> <li>• 21<sup>st</sup> Century and New Music</li> </ul>	<p><b>MU:Cr3.1.C.HSIII</b> <b>MU:Pr4.2.C.HSIII</b></p>	<p>Branch off of their prior knowledge of scales and scale degrees to understand what modes are and their use in modern-day classical music</p>	<p>What is a mode? How many modes exist?</p> <p>What is musical form? How does it interrelate within the realm of musical style?</p> <p>How many different musical forms are there? How do they vary by musical period?</p>	<p>Modes Form</p>	<p>Modes Sheet</p> <ul style="list-style-type: none"> <li>• Ionian, Dorian, Aeolian, Locrian, Lydian, Mixolydian, Phrygian</li> </ul> <p>Form</p> <ul style="list-style-type: none"> <li>• Strophic</li> <li>• Binary</li> <li>• Ternary</li> <li>• Rondo</li> <li>• Sonata/Allegro</li> <li>• Theme &amp; Variations</li> </ul>	<p>05.08.23-05.22.23  (2.5wks, most)</p>
<p>REVIEW</p>				<p>Materials from units 1-8 with emphasis on units 4-8 (including aural skills, rhythmic dictation, listening from musical periods)</p>	<p>Secondary Function   Modes   Form</p>	<p>05.22.23- (anticipated) day of exam!</p>

FINAL EXAM		Take an exam on materials from units 1-8 in order to display their knowledge and skill-sets in the fields of music theory, aural skills, and music history			Units 1-3 <ul style="list-style-type: none"> <li>• 2 pages of material</li> </ul> Units 4-5 <ul style="list-style-type: none"> <li>• 2 pages of material</li> </ul> Units 6-8 <ul style="list-style-type: none"> <li>• 2 pages of material</li> </ul> Aural Skills/Rhythmic Exam Music History Listening Exam Survey distributed at end by instructor (submitted anonymously on student's course experience to improve instruction for next year)	2 <sup>nd</sup> week of June (1-2 weeks of review leading up to this exam)
PBL Activity	<b>MU:Cn10.1.C.HSIII</b> <b>MU:Cn10.1.H.HSIII</b> <b>MU:Cn10.1.T.HSIII</b>  <b>MU:Cn11.1.C.HSIII</b> <b>MU:Cn11.1.H.HSIII</b> <b>MU:Cn11.1.T.HSIII</b>  <b>MU:Cr2.1.C.HSIII</b>	Design and complete a capstone-like project that requires musical leadership and creativity.  Create their own topic (approved by teacher) Research their topic and properly cite their sources  Apply their research findings to a paper or presentation  Perform an excerpt, transcription, arrangement, or composition of their choosing that reflects their project topic	What topics of music theory, harmonization, and performance pique my interest?  How can theory foundations be applied to my musical strengths?	Present topic/ideas to instructor:  Begin researching independent topic in more detail. Save sources.  Create a Paper, presentation, or handout to present in class, defining the 5 Ws of your topic and how it's relevant to modern-day music's history, society, or culture.  Connecting student's primary musical outlet to the source	Topic brainstorm (2-3 ideas) Confirm final topic with instructor Create Paper/Presentation/Handout Cite Sources (5 preferred) Creating a musical example to written portion of the PBL <ul style="list-style-type: none"> <li>• Composition</li> <li>• Arrangement</li> <li>• Jazz Analysis</li> <li>• Transcription</li> <li>• Etc.</li> </ul> Select a day to present to and perform for class (8min. minimum)	01.27.2023-03.07.2023  (presentations displayed outside of Auditorium for the March 8 Spring Informance put on by the HS Band)

**4-Day Cycle:**

**A & B – Course Content Days**

**C – Aural Skills Practice / Piano / Music History (Listening Quizzes)**

**D – Review Unit Content / Ask Questions / Put to Praxis (on primary instrument)**