

Music Theory 1 Curriculum

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Purpose:

The purpose of this High School (9-12) Music Theory 1 curriculum guide is to:

1. Provide the Medina Central School District with an updated curriculum for the High School Music Theory program.
2. Assist future music theory teachers with their continued search for means of improving music education instructional procedures.

Materials Used:

1. Handouts and Worksheets (organized in a 3-ring binder)

The handouts and worksheets used in Music Theory 1 were compiled by the instructor, with various resources being used for guidelines. All tests and quizzes were developed and written solely by the instructor. The resources used for the development of handouts & worksheets include:

- a. *Theoretical Foundations of Music* by Ducksworth & Brown
- b. *Techniques and Materials of Tonal Music* by Benjamin, Horvit and Nelson
- c. *Music for Analysis* by Benjamin, Horvit and Nelson
- d. *Elementary Harmony* by Ottman
- e. *Harmony* by Piston

2. Sightsinging Booklets

Sightsinging is performed on a daily basis in Music Theory 1. Students are assigned various melodies each day to practice, and then sing together the following day. Occasional assessment quizzes are given, whereas each student must sing a requested melody for a grade. The Solfege System of Syllables and “moveable Doh” are utilized in the class. The following materials are used for sightsinging:

- a. *Beginning Sightsinging Booklet* (written by L. Roeseler)
- b. *The Folk Sightsinging Series* (books 1-3) by Crowe, Lawton, Whittaker

3. Piano Books

All music theory students are taught the basics of the piano, with lessons being provided on a weekly basis. Each student is randomly assigned to a group (A or B), alternating lesson groups each week. Assessment occurs every week, with students playing for a grade on their group’s designated day. This allows 2 weeks of practice time for each lesson group as they alternate weeks. The number of songs assigned to each student will vary, according to his/her abilities, allowing students to progress at their own pace. Students are required to purchase their own lesson book (*Adult Piano Course Book 1* by John Schaum). Those students who have/are taking piano lessons outside of class may use their current lesson book in Music Theory class.

Student Requirements:

Each student is required to bring the following materials to class *every* day:

- 3-ring binder (with divider tabs for: Handouts, Worksheets, Tests/Quizzes, Sightsinging)
- Mechanical pencil (0.9 lead)
- Paper keyboard (provided by the teacher at beginning of year)
- Manuscript book (provided by the teacher at beginning of year)
- Piano book

Key to Curriculum Guide:

SS- Sightsinging

H- Handouts

WS- Worksheets

SATB- Soprano, Alto, Tenor, Bass

Music Theory 1 Curriculum

Unit 1- The Grand Staff

Goals:

1. Students will be able to identify all lines and spaces on the Grand Staff while associating each line/space with the white keys on the piano.
2. Students will be introduced to the basics of musical notation and will be able to identify all notes, rests and their values, along with tied and dotted notes.
3. Students will be introduced to meter (time signature) and will be able to identify and explain the meaning of the top & bottom numbers in various meters.

Materials:

SS Beginning Booklet (used daily)
Paper Keyboard (used daily)
Keyboard Lesson Book (used daily for practice and bi-weekly for lessons)
H1 & H2 (The Grand Staff)
H3 (Notes, Rests and Their Values)
WS 1 (Musical Math & Meters)
Review WS
Activity 4 WS

Unit 2- Musical Accidentals

Goals:

1. Students will be able to identify, draw and define the following musical accidentals: sharp, double sharp, flat, double flat, natural sign.
2. Students will be able to locate various enharmonic pitches on both the staff and keyboard. Students will also be able to orally define the term enharmonic pitch.

Materials:

H4
WS 2

Supplemental Activity:

Movement to note values- Students will form a circle in the classroom and will walk/clap note values as instructed by the teacher. This exercise provides students the opportunity to experience (feel the duration of) the note values being studied. Example: Walk half-note values in feet while clapping quarter notes.

Assessment:

Test #1 is given at the conclusion of Unit 2

Unit 3- Key Signatures and Melodic Transposition

Goals:

1. Students will be able to memorize and draw the complete Circle of 5^{ths}
2. Students will be able to identify and draw (on grand staff) all 15 major key signatures.
3. Students will be able to identify Relative and Parallel major/minor key signatures.
4. Students will be able to transpose a simple 4-measure melody.

Materials:

H "Blank" Circle of 5ths
H5 & H6
WS "Key Signatures" (sharps)
WS 3A
Extra Credit Quiz (key signatures w/sharps)
WS 3B (flats)
H7 & H9
WS 4 (Melodic Transposition)
WS 5 (Review)

Assessment:

Quiz (following WS 3B)
Test #2 is given at the conclusion of Unit 3

Unit 4- Scales

Goals:

1. Students will be able to visually identify and construct the following scales: Major, natural minor, harmonic minor, melodic minor, and chromatic.

Materials:

H10, H11, H12 (Major Scales)
WS "Major Scales"
WS "Natural Minor Scales"
WS "Natural Minor Scales 2"
WS "Harmonic Minor Scales"
WS "Natural & Harmonic Minor Scales"
WS "Melodic Minor Scales"
WS 6 (Major & Minor Scales)

Supplemental Activity: Students are encouraged to make extra credit Key Signature flashcards

Assessment:

Test #3 is given at the conclusion of Unit 4

Unit 5- Intervals

Goals:

1. Students will be able to identify (visually and aurally) the following intervals: Major, minor, Augmented, diminished. Students will further be able to construct the previously mentioned designated intervals above and below the given notes.

Materials:

H16
H "Identifying Intervals Aurally"
WS 7 (Identify Intervals)
WS 8 (Construct Intervals)
WS 10 (Identify & Construct)
WS 11 (Identify & Construct)

Assessment:

Test #4 is given at the conclusion of Unit 5

Unit 6- Triads

Goals:

1. Students will be able to identify (visually and aurally) the following triads: Major, minor, Augmented, diminished. Students will further be able to construct the previously mentioned designated triads.

Materials:

H17
WS 12 (Major & Minor Triads)
WS 13 (Augmented & Diminished Triads)
WS 14 (Review)

Assessment:

Test #5 is given at the conclusion of Unit 6

Unit 7- 4-Part Choral Writing

Goals:

1. Students will learn and utilize all rules of proper 4-part choral writing.
2. Students will be able to construct in root position (4 part choral writing) the Tonic (I), Subdominant (IV), and Dominant (V) chords in all major and minor keys.
3. Students will be able to study a given composition and identify using correct Roman Numeral analysis (I-IV-V chords)

Unit 7- 4-Part Choral Writing (cont'd)

Materials:

H "The Don'ts of 4-Part Choral Writing"
H19
WS 15 (Tonic Chord)
WS 15A (Tonic Chord)
WS 16 (Tonic Chord)
WS 18 (Harmonizing a Soprano Melody)
WS 19 (Dominant Chord)
WS 20 (I-V Chords & Song Analysis)
WS 21 (Subdominant Chord)
WS 22 (Review)

Assessment:

Test #6 is given at the conclusion of Unit 7

First Semester Concludes with a Comprehensive Mid-Term Exam

(Given in class, over the course of 3 days)

Unit 8- Dominant 7th Chord (V⁷)

Goals:

1. Students will be able to visually identify, construct, and properly resolve the Dominant V⁷ Chord.

Materials:

H22 (Dominant 7th Chord)
WS B (V⁷ Resolution)
WS A (Resolution)
WS C (Resolution)

Unit 9- Cadences

Goals:

1. Students will be able to identify (visually and aurally) and construct the following Cadences: Perfect Authentic, Imperfect Authentic, Half, and Plagal. Students will also memorize the definition of each.

Materials:

H23
H "Definitions"
WS "Cadences"
WS "Cadences & Definitions"

Assessment: Test #7 is given at the conclusion of Units 8 & 9

Unit 10- Chord Inversions (I-IV-V) in 4-Part Choral Writing

Goals:

1. Students will be able to visually identify and construct (in 4-part choral writing) the 1st and 2nd inversion I, IV, and V chords.

Materials:

WS 26A
WS 26B
WS 26C
WS "Review of 1st & 2nd Inversion Chords"

Assessment:

Test #8 is given at the conclusion of Unit 10

Unit 11- Instrumental Transposition

Goals:

1. Students will be introduced to all transposing and non-transposing instruments. Upon learning such, students will be able to transpose a given melody for any instrument.

Materials:

H "Instrumental Transposition"
WS 27
Extra Credit Quiz
WS 28 A
WS 28 B
WS 30
WS 29

Assessment:

A quiz is given midway through the unit, followed by Test #9 at the conclusion of the unit.

Supplemental Activity:

Students are encouraged to make extra credit instrumental transposition flashcards.

Unit 12- Final Orchestration Project (Instrumental Transposition)

Goals:

1. Given a specific song from the choral music library, students will be able to analyze, transpose, and score for the designated instruments in the performing ensemble (6-8 instruments). Students will be required to produce a master conducting score of all instruments in the ensemble, along with individual parts to be used by the instrumental players.

Materials:

H "Final Project Guidelines"

Full Score Manuscript Book (to be purchased by the students)

Chosen song from choral music library

Finale Music Software (downloaded on 2 classroom computers)—(optional)

Assessment:

Students meet after school and listen as their projects are performed by the small ensemble. Discussion follows each performance as a means of evaluating the *scoring* and arrangement of the projects (not the quality of the performance). Students are given an objective numerical grade (by the instructor) based on the project rubric.

Unit 12 Serves as the Music Theory 1 Final Exam
(utilizing 4-6 weeks of class time)