

High School Music Theory



Minor Scales, Keys, & Diatonic Modes

Course Curriculum

Power Objectives

P.O. #2: Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture. (P.O. #2 Proficiency Rubric)

Academic Vocabulary

- ☐ aeolian
- ☐ dorian
- ☐ harmonic pentachord
- ☐ ionian
- ☐ locharian
- ☐ lydian
- ☐ melodic minor

- ☐ minor pentachord
- ☐ minor pentatonic
- ☐ subtonic
- ☐ mixolydian
- ☐ modal scale degree
- ☐ mode
- ☐ natural minor

- ☐ parallel minor
- ☐ phrygian
- ☐ phrygian tetrachord
- ☐ raised submediant
- ☐ relative major
- ☐ relative minor
- ☐ raised submediant

Enduring Understandings

Students understand that...

- Scales and modes within a musical context help create an organized structure that gives the music cohesion, making it easier for those experiencing the music to understand.
- Understanding key signatures and the relationship between different key helps the person experiencing the music understand the structure of the music and predict how the music will progress in time.

Essential Questions

- Why is it important for music to be organized and have structure?
- How do key centers have relationships and functions in music that make music more predictable?
- Why do composers choose to write music in certain key centers or change to different key centers within a composition?