

**Course Title: Music****Scope and Sequence**

<b>Grade Level: 9-12</b>			<b>Content Area: HS General Music</b>			
<b>Unit or Topic</b>	<b>Standards</b>	<b>Length of Time (based on 80 minute block)</b>	<b>Key Content</b>	<b>Assessment Tools</b>	<b>Scaffolding Strategies (Interventions, Special Education)</b>	<b>Resources &amp; Materials</b>
Chapter 1: What is Theory?	9.1.12C 9.2.3A 9.2.3BDF	4 classes	Define Theory Define Rhythm Icons Define half/whole steps How is a keyboard helpful? Basics of music notation Pitch Identification	Teacher created assignment MTP chapter 1 assignments GM chapter 1 if needed MTN timed pitch quiz	Mnemonic devices Visual organizers for notes/presentation Lecture outlines This is a college course so the music must display some giftedness in music to be able to take the course.	Music in Theory and Practice (MTP)- Beward/Saker Elementary Training for Music and Musicians – Hindemith (H) Gmajormusictheory.net (GM) Musictheory.net (MTN) Teacher created materials
Chapter 2: Major and minor key signatures and modes	9.1.12ABCEF 9.2.12ADEF 9.3.12A	6 classes	Write, identify, sing and play major scales, three forms of minor scales. Identify the Circle of Fifths Define Parallel and Relative Keys Define, visually and aurally identify and write modes	MTP Chapter 2 GM 4, 4A, 5, 6, 7, 9 Timed key signature quizzes on paper and online Aural dictation scales and modes Modal composition M2/m2, m3/M3 interval practice	Reteach Present multiple modalities: lecture, programmed instruction and aural, visual and kinesthetic	Music in Theory and Practice (MTP)- Beward/Saker Elementary Training for Music and Musicians – Hindemith (H) Gmajormusictheory.net (GM) Musictheory.net (MTN) Teacher created materials

Chapter 3: Intervals and Transposition	9.1.12ABCEF 9.2.12ADEFLL	4 classes	Identify, write, label, aurally identify and sing intervals What ar descending intervals? What is the Rule of 9's? What is Transposition? How do we arrange music for instruments?	Minor key signature quiz GM8 MTP chapter 3 assignments H chapter 1 ex 6- 8 Dictation practice and quizzes m2, M2, M3, m3, P4, TT, P5 Unit Test	Reteach Present multiple modalities: lecture, programmed instruction and aural, visual and kinesthetic	Music in Theory and Practice (MTP)- Beward/Saker Elementary Training for Music and Musicians – Hindemith (H) Gmajormusictheory.net (GM) Musictheory.net (MTN) Teacher created materials
Chapter 4: Chords	9.1.12ABCEF 9.2.12ADEFLL	4 classes	What is chord? What is Triad? What is quality, inversion, root position? How are chord analyzed?	MTP Chapter 4 assignments MTP workbook chapter 4 Intervals 100 Chord Dictation M, m, A, d Analyze Bach chorales Create your own I IV V I song	Reteach Present multiple modalities: lecture, programmed instruction and aural, visual and kinesthetic Peer mentor/model	Music in Theory and Practice (MTP)- Beward/Saker Elementary Training for Music and Musicians – Hindemith (H) Gmajormusictheory.net (GM) Musictheory.net (MTN) Teacher created materials
Chapter 5: Cadences and Nonharmonic Tones	9.1.12ABCEF 9.2.12ADEFLL 9.3.12ABC	5 classes	What is cadence? What is a progression? How to do a functional harmonic analysis of a Bach chorale	Analyze Bach chorales MT triad dictation GM 11 Read Chapter MTP Chapter 5 assignments	Reteach Peer Mentor/Model Present multiple modalities: lecture, programmed instruction and aural, visual and kinesthetic	Music in Theory and Practice (MTP)- Beward/Saker Elementary Training for Music and Musicians – Hindemith (H) Gmajormusictheory.net (GM) Musictheory.net (MTN)

			Analyze cadences in Major and three forms of minor Write 6, 6/4 Define HC, PAC, IPA, DC Label nonharmonic tones	Aurally identify descending MT		Teacher created materials
Chapter 6: Melodic Organization	9.1.12ABCEF 9.2.12ADEF 9.3.12ABC	4 classes	What are characteristics of a great melody? Question/answer What is a phrase? What is form? What is good/bad melody? What is the natural resolution of a melody?	MTP assignments Descending Intervals (m2 - M6)practice MT Melodic analysis of Bach Chorales, piano pieces, songs Write an 8 measure with clear question/answer in two phrases with your own choice of harmonic progression	Reteach Peer Mentor/Model Present multiple modalities: lecture, programmed instruction and aural, visual and kinesthetic	
Chapter 7: Texture and Textural Reduction	9.1.12ABCEF 9.2.12ADEF 9.3.12ABC	3 classes	Define monophonic, homophonic, polyphonic texture What is a textural reduction?	Chapter 7 Assignments Complete the Hallelujah Chorus and Achieved textural	Reteach Peer Mentor/Model Present multiple modalities: lecture, programmed instruction and	Music in Theory and Practice (MTP)- Beward/Saker Elementary Training for Music and Musicians – Hindemith (H)

				reduction assignment Dictation: all descending intervals (MT)	aural, visual and kinesthetic	Gmajormusictheory.net (GM) Musictheory.net (MTN) Teacher created materials
Chapter 8: Voice Leading in 2 voices	9.1.12ABCEF 9.2.12ADEF 9.3.12ABC	3 classes	What is voice leading in two parts? What are the rules for 2 part writing? Why are these rules important	Define CF Define CM Be able to identify rules in the analysis examples Chapter 8 exercises	Reteach Peer Mentor/Model Present multiple modalities: lecture, programmed instruction and aural, visual and kinesthetic	Music in Theory and Practice (MTP)- Beward/Saker Elementary Training for Music and Musicians – Hindemith (H) Gmajormusictheory.net (GM) Musictheory.net (MTN) Teacher created materials
Chapter 9: Voice Leading in Four Parts	9.1.12ABCEF 9.2.12ADEF 9.3.12ABC	4 classes	What are the rules for four part writing? What is smooth voice leading? Analyze more Bach chorales Write chorales following the rules	Assignments from MT Chapter 9 GM Chapter 14, 18, 19 assignments	Reteach Peer Mentor/Model Present multiple modalities: lecture, programmed instruction and aural, visual and kinesthetic	Music in Theory and Practice (MTP)- Beward/Saker Elementary Training for Music and Musicians – Hindemith (H) Gmajormusictheory.net (GM) Musictheory.net (MTN) Teacher created materials
Final Exam preparation	9.1.12ABC 9.4.12A	2 classes	The students need to demonstrate their knowledge	Work on the exam Submit the chorale	Reteach Peer Mentor/Model Present multiple modalities: lecture,	Music in Theory and Practice (MTP)- Beward/Saker

			<p>of all of the materials learned in the class in a 16-24 measure four part choral composition.</p>	<p>progression for approval          Create the harmonic rhythm          Create the melody and place cadences          Write the melody and fill the parts          Check that the rules are applied are followed          Add nonharmonic tones</p>	<p>programmed instruction and aural, visual and kinesthetic</p>	<p>Elementary Training for Music and Musicians – Hindemith (H)          Gmajormusictheory.net (GM)          Musictheory.net (MTN)          Teacher created materials</p>
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