<table>
<thead>
<tr>
<th>Strand</th>
<th>Product and Performance Elements and Principles of Music</th>
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**Standards**

**A. Elements of pitch (Unit I)**

**Learning Targets**

1. **Pitch**

- Understand and demonstrate the layout of the keyboard and the octaves/registers on the keyboard
- Understand and demonstrate the notation of the staff in treble clef, bass clef, tenor clef and alto clef
- Understand and demonstrate the major and minor scales and their key signatures through scale degrees and the circle of fifths
- Understand and demonstrate intervals as it pertains to perfect 4th's, 5th's, augmented, diminished and inverted
- Understand and demonstrate consonant and dissonant intervals

**Alignments:**

CCSS: 9-12.RST.4
Performance: 1.5, 1.6, 2.4, 2.5, 3.4
Knowledge: (FA) 1-3 (MA) 2
MUGLE: 9-12.EP.1.B; 9-12.EP.1; 9-12.CP.1; 9-12.EP.1.D
NETS: 4
DOK: 4
### Instructional Strategies

- Teacher modeling of the:
  - keyboard and its layout
  - treble clef
  - bass clef
  - grand staff
- Circle of fifths and key relationships
- Kostka’s and Payne’s *Tonal Harmony* workbook exercises and supplemental exercises
- Demonstrate the sounds of different intervals and their inversions on the piano

### Instructional Resources/Tools

- Kostka’s and Payne’s *Tonal Harmony*:
  - textbook
  - supplemental exercises
- Visual aids – copy of keyboard
- Music repertoire/supplemental materials
- Piano
- Websites:
  - Theory.net
  - eMusic theory
  - Theory on the web

### Literacy Connections

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics

### Cross Curricular Connections

- Math:
  - Patterns
  - Formulas
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<td><strong>Standards</strong></td>
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<tr>
<td>B. Elements of rhythm (Unit 2)</td>
<td>1. Rhythm</td>
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<td>• Understand and demonstrate duration symbols as it pertains to standard notes/rests, like the whole note/rest, half note/rest, quarter note/rest, eighth note/rest, sixteenth note/rest and triplets</td>
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<td>• Understand and demonstrate beat, tempo and the division of the beat and how this develops meter</td>
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<td>• Understand and demonstrate simple and compound meter and time signatures</td>
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<td>• Rhythm dictation – Students will be able to listen to a repeated rhythm and notate what they hear</td>
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<td>• Understand and demonstrate rhythmic phrasing</td>
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**Alignments:**
- CCSS: 9-12.RST.4
- Performance: 1.5, 1.6, 2.4, 2.5, 3.4
- Knowledge: (FA) 1-3 (MA) 2
- NETS: 4
- DOK: 4
## Instructional Strategies

- Teacher modeling: Clapping out simple and complex rhythmic patterns
- Guided practice of simple complex rhythm patterns
- *Rhythm 101 Etude Series*: Concept building of rhythmic phrases
- Counting systems: 1+2+ and 1e+a
- Sight reading Rhythms
- Websites:
  - Theory.net
  - eMusic theory
  - Theory on the web that utilizes rhythm exercises
- Circle of Fifths drill

## Assessments/Evaluations

- Rhythm dictation
- Guided practice of writing out/dictating rhythms
- Teacher observation/evaluation of daily in-class work
- Student created rhythms for class to perform utilizing simple and compound time signatures
- Unit 2 test

## Sample Assessment Questions

- What counting method is appropriate for going in and out of compound/simple time signatures?
- What is an ostinato pattern?

## Instructional Resources/Tools

- Metronome
- Kostka’s and Payne’s *Tonal Harmony* textbook
- Teacher modeling: Clapping out simple and complex rhythmic patterns
- Guided practice of simple complex rhythm patterns
- *Rhythm 101 Etude Series*: Concept building of rhythmic phrases
- Counting systems: 1+2+ and 1e+a
- Sight reading rhythms
**Introduction to Music Theory**

- **Websites:**
  - Theory.net
  - eMusic theory
  - Theory on the web

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<td>- Patterns</td>
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<td>- Fractions</td>
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<td>ELA:</td>
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<td>- Poetry</td>
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<td>- Rhythmic prose</td>
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Alignments:
CCSS: 9-12.RST.4; 9-10.RST.5
Performance: 1.5, 1.6, 2.4, 2.5
Knowledge: (FA) 1-3 (MA) 4,5
NETS: 5; 6b,d
DOK: 4
### Instructional Strategies

- Guided practice of chord building using the white board
- Teacher observation of chord building during in-class exercises
- Kostka’s and Payne’s *Tonal Harmony* workbook exercises
- In-class review:
  - concepts from Unit 1 that dealt with scale knowledge
  - on interval:
    - inversions
    - relationships
- Teacher modeling of:
  - chord building
  - playing chords on the piano
- Chord dictation
- Circle of Fifths drill

### Assessments/Evaluations

- Circle of Fifths drill
- Teacher observation of daily in-class work (Kostka’s and Payne’s *Tonal Harmony* workbook/supplemental materials)
- Chord:
  - dictation
  - building quizzes
- Unit 3 test

### Sample Assessment Questions

- What seventh chord is built off of a M3+m3+M3?
- What do figured bass symbols tell us?
### Instructional Resources/Tools

- Kostka’s and Payne’s *Tonal Harmony* textbook
- Piano
- Teacher modeling and guided practice of chord:
  - building
  - dictation
- Websites:
  - Theory.net
  - eMusic theory
  - Theory on the web

### Literacy Connections

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics
- Analyze the structure of the relationships among concepts in a text, including relationships among key terms

### Cross Curricular Connections

- Math:
  - Patterns
  - Measurements
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<td>D. Diatonic chords in major and minor keys (Unit 4)</td>
<td>1. Diatonic chords</td>
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<tr>
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<td>• Understanding and demonstrating diatonic triads in a major key and the accompanying roman numerals and degree names that indicate such chords</td>
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<td>• Understanding and demonstrating diatonic triads in a minor key and the accompanying roman numerals and degree names that indicate such chords</td>
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<td>• Understanding and demonstrating diatonic seventh chords in both major and minor keys</td>
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**Alignments:**
CCSS: 9-12.RST.4; 9-10.RST.5
Performance: 1.5, 1.6, 2.4, 2.5
Knowledge: (FA) 1-3 (MA) 4,5
NETS: 5; 6b,d
DOK: 4
### Instructional Strategies

- Guided practice of chord building using the white board
- Teacher observation of chord building during in-class exercises
- Kostka’s and Payne’s *Tonal Harmony* workbook exercises
- In-class review:
  - concepts from Unit 1 that dealt with scale knowledge
  - on interval:
    - inversions
    - relationships
- Teacher modeling of:
  - chord building
  - playing chords on the piano
- Chord dictation
- Circle of Fifths drill

### Assessments/Evaluations

- Circle of Fifths drill
- Teacher observation of daily in-class work (Kostka’s and Payne’s *Tonal Harmony* workbook/supplemental materials)
- Chord:
  - dictation
  - building quizzes
- Unit 4 test

### Sample Assessment Questions

- What diatonic chord stays major in both minor and major scales?
- What are the names of each scale degree in major and minor scales?
### Instructional Resources/Tools

- Kostka’s and Payne’s *Tonal Harmony* textbook
- Piano
- Teacher modeling and guided practice of chord:
  - building
  - dictation
- Websites:
  - Theory.net
  - eMusic theory
  - Theory on the web

### Literacy Connections

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics
- Analyze the structure of the relationships among concepts in a text, including relationships among key terms

### Cross Curricular Connections

- Math:
  - Patterns
  - Measurements