

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

MUSIC THEORY II

GRADES 11 - 12

Date of Board Approval: **February 19, 2009**

PLANNED INSTRUCTION COVER PAGE

Title of Course: Music Theory II Subject Area: Music Grade Level: 11-12

Course Length: (Semester/Year): Year Duration: 50 Minutes Frequency: 4 days per week

Prerequisites: Music Theory I; Approval of the instructor Credit: 1 Level: Advanced

Course Description/Objectives: Course Description/Objectives: The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of music can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical response and aesthetic response.

Major Text(s)/Resources: None

Curriculum Writing Committee:

David Rohrer

Strand: 9.1 Production, Performance & Exhibition of Music		Subject Area: Music Theory II	Grade: 11-12
PA Academic Standards	Performance Indicators	Assessments	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Classify given triads as major, minor, diminished, or augmented and as wither root position, first inversion, or inversion. 	<ul style="list-style-type: none"> Classroom activities Homework assignments Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Harmonize, in four parts, a given chord progression using the rules of traditional four-part harmony and appropriate voice ranges. 	<ul style="list-style-type: none"> Classroom activities Homework assignments Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Compose a melody in a major or minor key applying the principles of variety, rhythmic interest, and phrase structure (antecedent/consequent). 	<ul style="list-style-type: none"> Classroom activities Homework assignments Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Harmonize a melody with diatonic chords and/or block chords. Form dominant 7th chords in all major keys and in all inversions. 	<ul style="list-style-type: none"> Classroom activities Homework assignments Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Resolve dominant 7th chord progressions using the resolution rules for dominant 7th chords. 	<ul style="list-style-type: none"> Classroom activities Homework assignments Written tests/quizzes 	

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A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Harmonize a given chord progression that includes dominant 7th chords. 	<ul style="list-style-type: none"> • Classroom activities • Homework assignments • Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Create a chord progression that includes dominant 7th chord usage and harmonize in four parts using the rules of four-part harmony. 	<ul style="list-style-type: none"> • Classroom activities • Homework assignments • Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Understand the use of the vii chord (leading tone triad) in four-part traditional harmony. 	<ul style="list-style-type: none"> • Classroom activities • Homework assignments • Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Identify the following non-harmonic tones in four-part writing examples: passing tone, neighbor tone, changing tone, anticipation, escape tone, appoggiatura, suspension, pedal point. 	<ul style="list-style-type: none"> • Classroom activities • Homework assignments • Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Create four-part harmonic examples and include the non-harmonic tones listed above. 	<ul style="list-style-type: none"> • Classroom activities • Homework assignments • Written tests/quizzes 	

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A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Explain and define the different types of cadences including authentic, plagal, deceptive, and half. 	<ul style="list-style-type: none"> • Classroom activities • Homework assignments • Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Compose four-part harmonic examples using authentic, plagal, deceptive, and half cadences. 	<ul style="list-style-type: none"> • Classroom activities • Homework assignments • Written tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Explain differences in four-part major and minor harmonizations. • Harmonize, in four parts, a given chord progression in various minor keys. 	<ul style="list-style-type: none"> • Classroom discussions • Listening examples • Worksheets • Homework assignments • Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Compose a four-part harmonization in various minor keys. • Explain modulation and the stops used to achieve this in musical composition. 	<ul style="list-style-type: none"> • Classroom discussions • Listening examples • Worksheets • Homework assignments • Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Compose four-part harmonization's demonstrating modulation to a new key and include non-harmonic tones. 	<ul style="list-style-type: none"> • Classroom discussions • Listening examples • Worksheets • Homework assignments • Tests/quizzes 	

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A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Explain secondary dominant chords and their usage in four-part harmony. • Construct secondary dominant chords in given keys and on various chords. 	<ul style="list-style-type: none"> • Classroom discussions • Listening examples • Worksheets • Homework assignments • Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Compose four-part compositions demonstrating the use of secondary dominant chords in major and minor keys. 	<ul style="list-style-type: none"> • Classroom discussions • Listening examples • Worksheets • Homework assignments • Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Explain form in music and describe two-part (binary), three-part (ternary), theme and variations, and rondo forms. 	<ul style="list-style-type: none"> • Classroom discussions • Listening examples • Worksheets • Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Compose melodic lines and four-part harmonizations in binary, ternary, theme and variations, and rondo forms. 	<ul style="list-style-type: none"> • Classroom discussions • Listening examples • Worksheets • Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Explain how 9th, 11th, and 13th chords are formed and resolved. • Build 9th, 11th, and 13th chords on given chord progressions and resolve the chords. 	<ul style="list-style-type: none"> • Classroom discussions • Classroom activities • Worksheets • Tests/quizzes 	

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A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Explain how the Neapolitan Sixth Chord is formed and how it is used in four-part writing. 	<ul style="list-style-type: none"> • Classroom discussions • Classroom activities • Worksheets • Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Create four-part harmonization's using given chord progressions including the Neapolitan Sixth Chord. 	<ul style="list-style-type: none"> • Classroom discussions • Classroom activities • Worksheets • Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Know and understand the range limitations, technical abilities and limitations, tone qualities and sonorities, and dynamic ranges or all wind instruments. 	<ul style="list-style-type: none"> • Classroom discussions • Classroom demonstrations • Worksheets • Individual compositions • Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Transpose piano music for wind instruments. • Orchestrate a given four-part chorale for a woodwind and brass ensemble. 	<ul style="list-style-type: none"> • Classroom discussions • Classroom demonstrations • Worksheets • Individual compositions • Tests/quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Using given parameters, create a four-art composition using four different wind instruments. 	<ul style="list-style-type: none"> • Classroom discussions • Classroom demonstrations • Worksheets • Individual compositions • Tests/quizzes 	

Strand: 9.3 Critical Response		Subject Area: Music Theory II	Grade: 11-12
PA Academic Standards	Performance Indicators	Assessments	
A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities.	<ul style="list-style-type: none"> Analyze simple four-part harmonic examples (without non-harmonic tones) indicating the key and chord structure. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Tests/quizzes 	
A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities.	<ul style="list-style-type: none"> Analyze the structure the melodies of various composers. Compare the contrast melodic examples from composers of different historical periods. 	<ul style="list-style-type: none"> Classroom discussions Classroom listening activities Worksheets Tests/quizzes 	
A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities.	<ul style="list-style-type: none"> Analyze four-art harmonic examples for chord structure and non-harmonic tones. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Tests/quizzes 	
A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities.	<ul style="list-style-type: none"> Analyze given chord progressions for dominant 7th chords usage. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Tests/quizzes 	
A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities.	<ul style="list-style-type: none"> Using given parameters, create a four-art composition using four different wind instruments. 	<ul style="list-style-type: none"> Classroom discussions Classroom demonstrations Worksheets Individual compositions Tests/quizzes 	

Strand: 9.3 Critical Response		Subject Area: Music Theory II	Grade: 11-12
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A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities.	<ul style="list-style-type: none"> Analyze simple four-part harmonic examples and identify all non-harmonic tones by name. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Tests/quizzes 	
A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities.	<ul style="list-style-type: none"> Analyze four-art harmonies in major keys and identify key, chord names, non-harmonic tones, and cadences. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Tests/quizzes 	
A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities.	<ul style="list-style-type: none"> Analyze four-part harmonies and identify the key, chord names, non-harmonic tones, cadences, and modulation points. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Tests/quizzes 	
A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities.	<ul style="list-style-type: none"> Analyze four-part harmonies and identify secondary dominant chords, key, chord names, non-harmonic tones, cadences, and modulations. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Tests/quizzes 	
A. Explain and apply the critical examination processes (compare/contrast, interpret, analyze, evaluate and form judgments) of works in the arts and humanities.	<ul style="list-style-type: none"> Analyze the form of selected musical examples. Analyze four-art harmonies and identify 9th, 11th, and 13th chords. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Tests/quizzes 	

Strand: 9.3 Critical Response		Subject Area: Music Theory II	Grade: 11-12
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C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Identify listening examples of intervals as major, minor, or perfect. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Tests/quizzes 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Identify listening examples of triads and chords as major, minor, diminished, or augmented. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Tests/quizzes 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Identify listening examples of chords as major, minor, diminished, or augmented and identify the inversion. 	<ul style="list-style-type: none"> Classroom activities Worksheets Homework assignments Tests/quizzes 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Identify listening examples of dominant 7th chords. Identify the antecedent and consequence in melodic listening examples. 	<ul style="list-style-type: none"> Classroom activities Computer lab activities Listening tests/quizzes 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Identify non-harmonic tones in various listening examples. Identify cadences in various listening examples. 	<ul style="list-style-type: none"> Classroom activities Computer lab activities Listening tests/quizzes 	

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C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Identify modulations in various listening examples. Identify the form of the composition in various listening examples. 	<ul style="list-style-type: none"> Classroom activities Computer lab activities Listening tests/quizzes 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Identify listening examples as 9th, 11th, 13th, non-dominant 7th, diminished 7th, half-diminished 7th, or N6 chords. 	<ul style="list-style-type: none"> Classroom activities Computer lab activities Listening tests/quizzes 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Perform sight-reading examples in various keys, meters, and with rhythms including sixteenth note patterns. 	<ul style="list-style-type: none"> Classroom activities Sight-singing tests/quizzes 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Recall melodic listening examples of various lengths, keys, meters, and rhythms. 	<ul style="list-style-type: none"> Classroom listening/dictation activities Computer lab listening activities Dictation tests/quizzes 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Recall rhythmic listening examples of various lengths using rhythms up to and including sixteenth note patterns. 	<ul style="list-style-type: none"> Classroom listening/dictation activities Computer lab listening activities Dictation tests/quizzes 	

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C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Perform scales, triads, chords, melodies, and simple for-part harmonizations on the piano/electronic keyboard. 	<ul style="list-style-type: none"> Classroom activities Individual playing tests Teacher observation 	

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)