

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Music Theory**

**Curriculum writing committee: Kelly Craver**

**Grade Level: High School (10-12)**

**Date of Board Approval: June 2025**

## Course Weighting

Marking Periods	Test	Quiz	Performance Assessment	Homework/ Participation	Total Points
MP 1	300	150	100	100	650
MP 2	300	150	150	100	700
Total Points	600	300	250	200	1350
Total Percentages	44.44%	22.22%	18.52%	14.81%	100%

## Curriculum Map

### Overview:

This course is designed for students who wish to gain a better understanding of music and serves as preparation for AP Music Theory. Students will learn how to read, write, analyze, and listen to music through the study of scales, key signatures, intervals, chords, melody, and ear training. Membership in music ensembles is strongly encouraged while taking this course but not required.

**Time/Credit for the Course:** One semester, 90 days; 0.5 credit; 1 period per day

## **Goals:**

### **Marking Period One: Overview based on 45 days**

#### **Unit 1: Pitch and Rhythm- 35 days**

- Identify and notate pitches on the staff using standard music notation in treble, bass, and C-clefs
- Relate written music notation to pitches on the piano
- Demonstrate an understanding of pulse through the performance of rhythm patterns
- Notate rhythm patterns in a variety of meters through rhythmic dictation

#### **Unit 2: Scales and Key Signatures- 10 days**

- Identify and construct major scales
- Identify and build major key signatures
- Sing passages in major keys with accurate solfege syllables
- Develop melodic dictation skills in major keys

### **Marking Period Two: Overview based on 45 days**

#### **Unit 2: Scales and Key Signatures (continued)- 12 days**

- Connect knowledge of major and minor key signatures to parallel and relative key signatures
- Identify and build minor key signatures
- Identify and construct natural, harmonic, and melodic minor scales
- Sing passages in minor keys with accurate solfege syllables
- Develop melodic dictation skills in minor keys

#### **Unit 3: Intervals- 15 days**

- Construct, identify, aurally recognize, and sing major, minor, perfect, diminished, and augmented intervals by distance and quality
- Continue to develop melodic dictation skills using knowledge of intervals

#### **Unit 4: Triads and Seventh Chords- 18 days**

- Identify and construct triads and dominant seventh chords in major and minor key signatures in root position and inversions.
- Identify and construct triads and dominant seventh chords using Roman numerals in a tonal context.
- Analyze pieces of written music written in four-part harmony

## **Big Ideas:**

**Big Idea #1:** The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.

**Big Idea #2:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

- Big Idea #3:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- Big Idea #4:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Big Idea #5:** Response to music is formed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Big Idea #6:** The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

## **Textbook and Supplemental Resources**

**Textbook:** None

### **Supplemental Resources:**

- The Musician's Guide to Fundamentals (ISBN: 978-1-324-04605-9)
- Musician's Guide to Theory and Analysis (ISBN: 978-0-393-44245-8)
- Alfred's Essentials of Music Theory (ISBN: 978-0-88284-897-6)
- Rhythm Workshop (ISBN: 978-0-7390-9126-5)
- Ready, Set, Rhythm (ISBN: 978-0-7390-9653-6)
- The Practice of Harmony (ISBN: 978-0-205-71719-4)
- [www.sightreadingfactory.com](http://www.sightreadingfactory.com)
- [www.musictheory.net](http://www.musictheory.net)
- [www.teoria.com](http://www.teoria.com)
- [www.noteflight.com](http://www.noteflight.com)
- Teacher-generated tests, quizzes, and worksheets

# Curriculum Plan

## Unit 1: Pitch and Rhythm

35 days

### Standards:

Pennsylvania Academic Standards for the Arts and Humanities

- 9.1.12.A: Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.12.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original worlds in the arts.
- 9.1.12.C: Demonstrate specific styles in combination through the production of a unique work of art.
- 9.1.12.G: Analyze the effect of rehearsal and practice sessions.
- 9.1.12.H: Incorporate the effective and safe use of materials, equipment and tools in the production of works in the arts at work and performance spaces.
- 9.3.12.A: Explain and apply the critical examination processes of works in the arts and humanities.
- 9.3.12.B: Determine and apply criteria to a person's work and works of others in the arts.
- 9.3.12.G: Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

National Core Music Standards

- Pr4.2.C: Analyze how the elements of music of selected works relate to style and mood, and explain the implications for rehearsal or performance.
- Pr4.3.C: Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.
- Pr5.1.C: Identify and implement strategies for improving the technical and expressive aspects of multiple works.
- Re7.2.C: Analyze aurally the elements of music of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- Re9.1.C: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

### Objectives:

1. Students will be able to identify and notate pitches on the staff using standard music notation in treble, bass, and C clefs. (DOK levels 1 and 2)
2. Students will be able to perform pitches on the keyboard in treble, bass, and C clefs. (DOK Level 1)
3. Students will be able to connect written music notation to pitches on the keyboard. (DOK Level 2)
4. Students will be able to notate rhythm patterns in simple, and compound meters using standard music notation. (DOK Level 2)

5. Students will be able to demonstrate an understanding of pulse through the performance of various rhythm patterns in simple, and compound meters. (DOK Level 4)
6. Students will be able to demonstrate proper rehearsal and performance techniques required for performance assessments. (DOK Level 4)
7. Students will be able to accurately assess themselves and their peers on the necessary skills needed for performance assessments. (DOK Level 3)

### **Core Activities and Corresponding Instructional Methods:**

1. Introduction to the keyboard, including note names and identifying whole and half steps
  - a. Direct instruction
  - b. Guided practice
  - c. [www.musictheory.net](http://www.musictheory.net) exercises
  - d. Suggested activity: [Assignment 1.1](#)
2. Staff notation using treble, bass, and C-clefs
  - a. Direct instruction
  - b. Guided practice
  - c. [www.musictheory.net](http://www.musictheory.net) exercises
  - d. Suggested activity: [Assignment 1.2](#)
3. Writing and identifying whole and half steps on the staff, including accidentals and enharmonic equivalents
  - a. Direct instruction
  - b. Guided practice
  - c. [www.musictheory.net](http://www.musictheory.net) exercises
  - d. Suggested activity: [Assignment 1.3](#)
4. Reading pitches from a score, including treble, bass, and C-clefs
  - a. Direct instruction
  - b. Guided practice
  - c. [www.musictheory.net](http://www.musictheory.net) exercises
  - d. Suggested activity: [Note Construction using Register Numbers](#)
5. Notating and counting rhythms in simple, and compound meters
  - a. Direct instruction
  - b. Guided practice
  - c. [www.sightreadingfactory.com](http://www.sightreadingfactory.com) exercises
  - d. Suggested activity: [Assignment 2.2](#)
6. Pulse, tempo, and conducting patterns
  - a. Direct instruction
  - b. Guided practice
  - c. [www.sightreadingfactory.com](http://www.sightreadingfactory.com) exercises
7. Rhythmic dictation in simple, and compound meters
  - a. Direct instruction
  - b. Guided practice
  - c. [www.teoria.com](http://www.teoria.com) exercises

### **Assessments:**

- **Diagnostic:**
  - Teacher-prepared pre-test/diagnostic test
  - Teacher questioning and observation

- **Formative:**
  - Teacher observations, questioning techniques, and discussions
  - Homework
  - Group activities
  - [www.musictheory.net](http://www.musictheory.net) exercises
  - [www.sightreadingfactory.com](http://www.sightreadingfactory.com) exercises
  - Teacher-prepared assessments (quizzes, tests, and graded assignments)
- **Summative:**
  - Pitch Notation Test
  - Meter Test
  - Performance Assessment

## **Unit 2:        Scales and Key Signatures**

**22 days**

### **Standards:**

Pennsylvania Academic Standards for the Arts and Humanities

- 9.1.12.A: Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.12.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original worlds in the arts.
- 9.1.12.C: Demonstrate specific styles in combination through the production of a unique work of art.
- 9.1.12.G: Analyze the effect of rehearsal and practice sessions.
- 9.1.12.H: Incorporate the effective and safe use of materials, equipment and tools in the production of works in the arts at work and performance spaces.
- 9.3.12.A: Explain and apply the critical examination processes of works in the arts and humanities.
- 9.3.12.B: Determine and apply criteria to a person's work and works of others in the arts.
- 9.3.12.G: Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

National Core Music Standards

- Pr4.2.C: Analyze how the elements of music of selected works relate to style and mood, and explain the implications for rehearsal or performance.
- Pr4.3.C: Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.
- Pr5.1.C: Identify and implement strategies for improving the technical and expressive aspects of multiple works.
- Re7.2.C: Analyze aurally the elements of music of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- Re9.1.C: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

### **Objectives:**

1. Students will be able to identify and construct major scales. (DOK Levels 1 and 2)
2. Students will be able to identify and construct natural, harmonic, and melodic minor scales. (DOK Levels 1 and 2)
3. Students will be able to accurately identify the appropriate names for the scale degrees in major and minor scales. (DOK Level 4)
4. Students will be able to use their knowledge of major and minor key signatures to determine parallel and relative key signatures. (DOK Level 4)
5. Students will be able to notate simple melodies through melodic dictation in major and minor key signatures using standard notation. (DOK Level 4)



6. Students will be able to apply their knowledge of major and minor scales to performance assessment exercises. (DOK Level 4)
7. Students will be able to demonstrate proper rehearsal and performance techniques required for performance assessments. (DOK Level 4)
8. Students will be able to accurately assess themselves and their peers on the necessary skills needed for performance assessments. (DOK Level 3)

**Core Activities and Corresponding Instructional Methods:**

1. Identify and construct major scales using standard notation in treble bass, and C-clefs.
  - a. Direct instruction
  - b. Guided practice
  - c. [www.musictheory.net](http://www.musictheory.net) exercises
  - d. Suggested activity: [Assignment 3.1](#)
2. Identify and construct major key signatures
  - a. Direct instruction
  - b. Guided practice
  - c. [www.musictheory.net](http://www.musictheory.net) exercises
  - d. Suggested activity: [Major Key Signature Construction](#)
3. Identify scale-degree names and numbers in major keys.
  - a. Direct instruction
  - b. Guided practice
  - c. [www.musictheory.net](http://www.musictheory.net) exercises
  - d. Suggested activity: [Assignment 3.3](#)
4. Identify and construct natural, harmonic, and minor scales using standard notation in treble bass, and C-clefs.
  - a. Direct instruction
  - b. Guided practice
  - c. [www.musictheory.net](http://www.musictheory.net) exercises
  - d. Suggested activity: [Assignment 5.3](#)
5. Identify and construct minor key signatures
  - a. Direct instruction
  - b. Guided practice
  - c. [www.musictheory.net](http://www.musictheory.net) exercises
  - d. Suggested activity: [Minor Key Signature Construction](#)
6. Identify scale-degree names and numbers in minor keys.
  - a. Direct instruction
  - b. Guided practice
  - c. [www.musictheory.net](http://www.musictheory.net) exercises
  - d. Suggested activity: [Assignment 5.2](#)
7. Notate simple melodies through melodic dictation in major and minor key signatures using standard notation
  - a. Direct instruction
  - b. Guided practice
  - c. [www.teoria.com](http://www.teoria.com) exercises

### **Assessments:**

- **Diagnostic:**
  - Teacher-prepared pre-test/diagnostic test
  - Teacher questioning and observation
- **Formative:**
  - Teacher observations, questioning techniques, and discussions
  - Homework
  - Group activities
  - [www.musictheory.net](http://www.musictheory.net) exercises
  - [www.sightreadingfactory.com](http://www.sightreadingfactory.com) exercises
  - Teacher-prepared assessments (quizzes, tests, and graded assignments)
- **Summative:**
  - Major Scales and Key Signatures Test
  - Minor Scales and Key Signatures Test
  - Performance Assessments

### **Unit 3:        Intervals**

**15 days**

#### **Standards:**

##### **Pennsylvania Academic Standards for the Arts and Humanities**

- 9.1.12.A: Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.12.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original worlds in the arts.
- 9.1.12.C: Demonstrate specific styles in combination through the production of a unique work of art.
- 9.1.12.G: Analyze the effect of rehearsal and practice sessions.
- 9.1.12.H: Incorporate the effective and safe use of materials, equipment and tools in the production of works in the arts at work and performance spaces.
- 9.3.12.A: Explain and apply the critical examination processes of works in the arts and humanities.
- 9.3.12.B: Determine and apply criteria to a person's work and works of others in the arts.
- 9.3.12.G: Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

##### **National Core Music Standards**

- Pr4.2.C: Analyze how the elements of music of selected works relate to style and mood, and explain the implications for rehearsal or performance.
- Pr4.3.C: Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.
- Pr5.1.C: Identify and implement strategies for improving the technical and expressive aspects of multiple works.
- Re7.2.C: Analyze aurally the elements of music of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- Re9.1.C: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

#### **Objectives:**

1. Students will be able to identify and notate major, minor, perfect, diminished, and augmented intervals using standard music notation using quality and distance (minor 3rd, perfect 5th, etc). (DOK Levels 1 and 2)
2. Students will be able to aurally recognize and sing major, minor, perfect, diminished, and augmented intervals. (DOK Levels 1 and 2)
3. Students will be able to apply their knowledge of intervals to performance assessment exercises. (DOK Level 4)
4. Students will be able to demonstrate proper rehearsal and performance techniques required for performance assessments. (DOK Level 4)

5. Students will be able to accurately assess themselves and their peers on the necessary skills needed for performance assessments. (DOK Level 3)

### **Core Activities and Corresponding Instructional Methods:**

1. Identify and construct intervals by size (distance) using standard notation
  - a. Direct instruction
  - b. Guided practice
  - c. Suggested activity: Assignment 6.1
2. Identify and construct major, minor, and perfect intervals using standard notation
  - a. Direct instruction
  - b. Guided practice
  - c. www.musictheory.net exercises
  - d. Suggested activity: Major, Minor, and Perfect Intervals Construction
3. Identify and construct major, minor, and perfect intervals through inversion
  - a. Direct instruction
  - b. Guided practice
  - c. Suggested activity: Assignment 6.4
4. Identify and construct diminished and augmented intervals using standard notation
  - a. Direct instruction
  - b. Guided practice
  - c. www.musictheory.net exercises
  - d. Suggested activity: Assignment 6.5
5. Identify and construct compound intervals using standard notation
  - a. Direct instruction
  - b. Guided practice
  - c. www.musictheory.net exercises
  - d. Suggested activity: Compound Interval Identification
6. Identify consonant and dissonant intervals aurally and using standard notation
  - a. Direct instruction
  - b. Guided practice
  - c. Suggested activity: Assignment 6.6
7. Aurally identify major, minor, perfect, diminished, and augmented intervals
  - a. Direct instruction
  - b. Guided practice
  - c. Suggested activity: Interval Ear Training
8. Notate simple melodies through melodic dictation using standard notation
  - a. Direct instruction
  - b. Guided practice
  - c. www.teoria.com exercises

### **Assessments:**

- **Diagnostic:**
  - Teacher-prepared pre-test/diagnostic test
  - Teacher questioning and observation
- **Formative:**
  - Teacher observations, questioning techniques, and discussions

- Homework
- Group activities
- [www.musictheory.net](http://www.musictheory.net) exercises
- [www.sightreadingfactory.com](http://www.sightreadingfactory.com) exercises
- Teacher-prepared assessments (quizzes, tests, and graded assignments)
- **Summative:**
  - Intervals Test
  - Performance Assessment

## **Unit 4:        Triads and Seventh Chords**

**18 days**

### **Standards:**

Pennsylvania Academic Standards for the Arts and Humanities

- 9.1.12.A: Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.12.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original worlds in the arts.
- 9.1.12.C: Demonstrate specific styles in combination through the production of a unique work of art.
- 9.1.12.G: Analyze the effect of rehearsal and practice sessions.
- 9.1.12.H: Incorporate the effective and safe use of materials, equipment and tools in the production of works in the arts at work and performance spaces.
- 9.3.12.A: Explain and apply the critical examination processes of works in the arts and humanities.
- 9.3.12.B: Determine and apply criteria to a person's work and works of others in the arts.
- 9.3.12.G: Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

National Core Music Standards

- Pr4.2.C: Analyze how the elements of music of selected works relate to style and mood, and explain the implications for rehearsal or performance.
- Pr4.3.C: Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.
- Pr5.1.C: Identify and implement strategies for improving the technical and expressive aspects of multiple works.
- Re7.2.C: Analyze aurally the elements of music of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- Re9.1.C: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

### **Objectives:**

1. Students will be able to identify and construct triads in major keys in root position (DOK Levels 1 and 2)
2. Students will be able to identify and construct triads in minor keys in root position. (DOK Levels 1 and 2)
3. Students will be able to identify and construct scale-degree triads in a tonal context using Roman numerals. (DOK Levels 1 and 2)
4. Students will be able to identify and construct inversions of triads in major and minor keys. (DOK Levels 1 and 2)

5. Students will be able to identify and construct dominant seventh chords in major and minor keys in root position and inversions. (DOK Levels 1 and 2)
6. Students will be able to apply their knowledge of triads to performance assessment exercises. (DOK Level 4)
7. Students will be able to demonstrate proper rehearsal and performance techniques required for performance assessments. (DOK Level 4)
8. Students will be able to accurately assess themselves and their peers on the necessary skills needed for performance assessments. (DOK Level 3)

**Core Activities and Corresponding Instructional Methods:**

1. Identify and construct triads in major keys in root position using standard notation
  - a. Direct instruction
  - b. Guided practice
  - c. [www.musictheory.net](http://www.musictheory.net) exercises
  - d. Suggested activity: Assignment 9.1
2. Identify and construct triads in minor keys in root position using standard notation
  - a. Direct instruction
  - b. Guided practice
  - c. [www.musictheory.net](http://www.musictheory.net) exercises
  - d. Suggested activity: Assignment 9.2
3. Identify and construct inversions of triads in major and minor keys using standard notation
  - a. Direct instruction
  - b. Guided practice
  - c. [www.musictheory.net](http://www.musictheory.net) exercises
  - d. Suggested activity: Chord Inversion Construction in Major and Minor Keys
4. Identify and construct triads in a tonal context using Roman numerals
  - a. Direct instruction
  - b. Guided practice
  - c. Suggested activity: Assignment 7.3
5. Identify and construct seventh chords in root position
  - a. Direct instruction
  - b. Guided practice
  - c. [www.musictheory.net](http://www.musictheory.net) exercises
  - d. Suggested activity: Dominant 7th Chord Construction
6. Identify and construct inversions of seventh chords
  - a. Direct instruction
  - b. Guided practice
  - c. [www.musictheory.net](http://www.musictheory.net) exercises
  - d. Suggested activity: Inversion of Dominant 7th Chords Construction
7. Notate simple melodies through melodic dictation using standard notation
  - a. Direct instruction
  - b. Guided practice
  - c. [www.teoria.com](http://www.teoria.com) exercises

## **Assessments:**

- **Diagnostic:**
  - Teacher-prepared pre-test/diagnostic test
  - Teacher questioning and observation
- **Formative:**
  - Teacher observations, questioning techniques, and discussions
  - Homework
  - Group activities
  - [www.musictheory.net](http://www.musictheory.net) exercises
  - [www.sightreadingfactory.com](http://www.sightreadingfactory.com) exercises
  - Teacher-prepared assessments (quizzes, tests, and graded assignments)
- **Summative:**
  - Triads and Seventh Chords Test
  - Performance Assessment



**Checklist to Complete and Submit:**  
(Scan and email)

- \_\_\_\_\_ **Copy of the curriculum using the template entitled “Planned Instruction,” available on the district website.**
- \_\_\_\_\_ **The primary textbook form(s).**
- \_\_\_\_\_ **The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.**

**Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.**

**First Reader/Reviewer Printed Name**\_\_\_\_\_

**First Reader/Reviewer Signature**\_\_\_\_\_ **Date**\_\_\_\_\_

**Second Reader/Reviewer Printed Name**\_\_\_\_\_

**Second Reader/Reviewer Signature**\_\_\_\_\_ **Date**\_\_\_\_\_