

## Wilson Area School District Planned Course Guide

**Title of planned course:** Music Theory

**Subject Area:** Music

**Grade Level:** 9-12

**Course Description:** Students in Music Theory will learn the basics and fundamentals of musical notation, rhythmic notation, melodic dictation, and harmonic structure found in Western music. Students will also learn, work on, and develop aural skills in respect to hearing and notating simple melodies, intervals, and chords. Students will also learn how to analyze a piece of music using Roman numeral analysis. Students will be expected to complete homework outside of class and will be graded via tests, quizzes, and projects.

**Time/Credit for this Course:** 3 days a week / 0.6 credit

**Curriculum Writing Committee:** Jonathan Freidhoff and Melissa Black

# Curriculum Map

## August:

- Week 1, Unit 1 - Introduction to pitch

## September:

- Week 2, Unit 1 - The piano keyboard
- Week 3, Unit 1 - Reading pitches from a score
- Week 4, Unit 1 - Dynamic markings
- Week 5, Unit 1 - Review

## October:

- Week 6, Unit 1 - Test
- Week 7, Unit 2 - Dividing musical time
- Week 8, Unit 2 - Rhythmic notation for simple meters
- Week 9, Unit 2 - Counting rhythms in simple meters

## November:

- Week 10, Unit 2 - Beat units other than the quarter note and metrical hierarchy
- Week 11, Unit 2 - Review
- Week 12, Unit 2 - Test
- Week 13, Unit 4 - Hearing compound meters and meter signatures

## December:

- Week 14, Unit 4 - Rhythmic notation in compound meters
- Week 15, Unit 4 - Syncopation and mixing beat divisions
- Week 16, Unit 4 - Hemiola and metrical accent and implications for performance

## January:

- Week 17, Unit 4 - Review
- Week 18, Unit 4 - Test
- Week 19, Unit 3 - Chromatic and diatonic collections
- Week 20, Unit 3 - Scales

## February:

- Week 21, Unit 3 - Major keys
- Week 22, Unit 3 - Pentatonic scale and implications for performance
- Week 23, Unit 3 - Review
- Week 24, Unit 3 - Test

## March:

- Week 25, Unit 6 - Combining pitches
- Week 26, Unit 6 - Interval quality
- Week 27, Unit 6 - Consonant and dissonant intervals
- Week 28, Unit 6 - Aural skills training

**April:**

- Week 29, Unit 6 - Aural skills training
- Week 30, Unit 6 - Test
- Week 31, Unit 7 - Chords and triads
- Week 32, Unit 7 - Spelling triads

**May:**

- Week 33, Unit 7 - Scale degree triads in a tonal context
- Week 34, Unit 7 - Figured bass
- Week 35, Unit 7 - Review
- Week 36 - FINAL EXAMS

# Wilson Area School District Planned Course Materials

**Course Title:** Music Theory

**Textbook:** The Musician's Guide to Theory and Analysis (Second Edition)  
Jane Piper Clendinning and Elizabeth West Marvin

**Teacher Resources:** Various online resources

# Curriculum Scope & Sequence

**Planned Course:** Music Theory

**Unit:** Unit #1 - Pitch and Pitch Class

**Time frame:** 6 weeks

**State Standards:** 9.1.C, D, E, F, J, K; 9.2.A, B, C, D, E, F, I;  
9.3.A, B, C, D, E, F, G; 9.4.B, C

**Essential content/objectives:** At end of the unit, students will be able to:

- Identify letter names and pitch class.
- Identify the setup of the piano keyboard.
- Understand how to read pitches from a score.
- Understand dynamic marks.

**Core Activities:** Students will complete/participate in the following:

- Identify letter names from a keyboard.
- Identify whole and half steps on the keyboard.
- Identify whole and half steps.
- Identify notes on ledger lines and clefs.
- Understand how to compose written music.

**Extensions:**

- Students can go online ([www.musictheory.net](http://www.musictheory.net)) to get online tutoring.

**Remediation:**

- Teacher is available before and after school.
- Peer remediation.

**Instructional Methods:**

- Direct instruction through lectures, listening, modeling, guided group/individual practice, and peer collaboration.

**Materials & Resources:**

- Teacher created worksheets, activities, study guides, and assessment.
- “The Musicians Guide to Theory and Analysis” textbook and workbook.

**Assessments:**

- Workbook assignments 1.1 - 1.5.
- Teacher created assignments.
- Unit 1 practice test.
- Unit 1 test.

# Curriculum Scope & Sequence

**Planned Course:** Music Theory

**Unit:** Unit #2 - Simple Meters

**Time frame:** 6 weeks

**State Standards:** 9.1.C, D, E, F, J, K; 9.2.A, B, C, D, E, F, I  
9.3.A, B, C, D, E, F, G; 9.4.B, C

**Essential content/objectives:** At end of the unit, students will be able to:

- Divide musical time.
- Understand rhythmic notation for simple meters.
- Count rhythms in simple meters.
- Beat units other than the quarter note.
- Metrical hierarchy.

**Core Activities:** Students will complete/participate in the following:

- Notation basics.
- Identifying meters.
- Counting rhythms in simple meters.
- Counting dotted rhythms.
- Beaming to reflect the beat.
- Syncopation.
- Reading meter signatures.
- Writing in simple meters.
- Anacrusis/Hemiola

**Extensions:**

- Students can go online ([www.musictheory.net](http://www.musictheory.net)) to get online tutoring.

**Remediation:**

- Teacher is available before and after school.
- Peer remediation.

**Instructional Methods:**

- Direct instruction through lectures, listening, modeling, guided group/individual practice, and peer collaboration.

**Materials & Resources:**

- Teacher created worksheets, activities, study guides, and assessment.
- “The Musicians Guide to Theory and Analysis” textbook and workbook.

**Assessments:**

- Workbook assignments 2.1 - 2.6.
- Teacher created assignments.
- Unit 2 practice test.
- Unit 2 test.

# Curriculum Scope & Sequence

**Planned Course:** Music Theory

**Unit:** Unit #4 - Compound Meters

**Time frame:** 6 weeks

**State Standards:** 9.1.C, D, E, F, J, K; 9.2.A, B, C, D, E, F, I;  
9.3.A, B, C, D, E, F, G; 9.4.B, C

**Essential content/objectives:** At end of the unit, students will be able to:

- Hearing compound meters.
- Compound meter time signatures.
- Rhythmic notation in compound meters.
- Syncopation.
- Mixing beat divisions.
- Hemiola
- Metrical Accent and Implications for Performance.

**Core Activities:** Students will complete/participate in the following:

- Understanding simple and compound meter signatures.
- Understanding compound meters.
- Beaming to reflect the beat.
- Dotted rhythms.
- Triplets.
- Syncopation

**Extensions:**

- Students can go online ([www.musictheory.net](http://www.musictheory.net)) to get online tutoring.

**Remediation:**

- Teacher is available before and after school.
- Peer remediation.

**Instructional Methods:**

- Direct instruction through lectures, listening, modeling, guided group/individual practice, and peer collaboration.

**Materials & Resources:**

- Teacher created worksheets, activities, study guides, and assessment.
- “The Musicians Guide to Theory and Analysis” textbook and workbook.

**Assessments:**

- Workbook assignments 4.1 - 4.6.
- Teacher created assignments.
- Unit 4 practice test.
- Unit 4 test.

# Curriculum Scope & Sequence

**Planned Course:** Music Theory

**Unit:** Unit #3 - Pitch Collections, Scales, and Major Keys

**Time frame:** 6 weeks

**State Standards:** 9.1.C, D, E, F, J, K; 9.2.A, B, C, D, E, F, I;  
9.3.A, B, C, D, E, F, G; 9.4.B, C

**Essential content/objectives:** At end of the unit, students will be able to:

- Chromatic and diatonic collections.
- Scales: Ordered pitch class collections.
- Major keys.
- The major pentatonic scale.
- Implications for performance.

**Core Activities:** Students will complete/participate in the following:

- Writing scales.
- Identifying major key signatures.
- Writing major key signatures.
- Scale degree analysis of melodies.
- Scale and scale degrees.
- Pentatonic scale.

**Extensions:**

- Students can go online ([www.musictheory.net](http://www.musictheory.net)) to get online tutoring.

**Remediation:**

- Teacher is available before and after school.
- Peer remediation.

**Instructional Methods:**

- Direct instruction through lectures, listening, modeling, guided group/individual practice, and peer collaboration.

**Materials & Resources:**

- Teacher created worksheets, activities, study guides, and assessment.
- “The Musicians Guide to Theory and Analysis” textbook and workbook.

**Assessments:**

- Workbook assignments 3.1 - 3.5
- Teacher created assignments.
- Unit 3 practice test.
- Unit 3 test.



# Curriculum Scope & Sequence

**Planned Course:** Music Theory

**Unit:** Unit #6 - Intervals

**Time frame:** 6 weeks

**State Standards:** 9.1.C, D, E, F, J, K; 9.2.A, B, C, D, E, F, I  
9.3.A, B, C, D, E, F, G; 9.4.B, C

**Essential content/objectives:** At end of the unit, students will be able to:

- Combining pitches.
- Interval quality.
- Consonant and dissonant intervals.

**Core Activities:** Students will complete/participate in the following:

- Identifying interval size.
- Reading intervals.
- Writing intervals.
- Interval inversion.

**Extensions:**

- Students can go online ([www.musictheory.net](http://www.musictheory.net)) to get online tutoring.

**Remediation:**

- Teacher is available before and after school.
- Peer remediation.

**Instructional Methods:**

- Direct instruction through lectures, listening, modeling, guided group/individual practice, and peer collaboration.

**Materials & Resources:**

- Teacher created worksheets, activities, study guides, and assessment.
- “The Musicians Guide to Theory and Analysis” textbook and workbook.

**Assessments:**

- Workbook assignments 6.1 - 6.6
- Teacher created assignments.
- Unit 6 practice test.
- Unit 6 test.

# Curriculum Scope & Sequence

**Planned Course:** Music Theory

**Unit:** Unit #7 - Triads

**Time frame:** 6 weeks

**State Standards:** 9.1.C, D, E, F, J, K; 9.2.A, B, C, D, E, F, I;  
9.3.A, B, C, D, E, F, G; 9.4.B, C

**Essential content/objectives:** At end of the unit, students will be able to:

- Understand chords and triads.
- How to spell triads.
- Understand scale degree triads in a tonal context.
- Understand figured bass.

**Core Activities:** Students will complete/participate in the following:

- Writing scale degree triads.
- Scale degree qualities.
- Writing triads in a key.
- Chord symbols.
- Writing triads from figured bass.

**Extensions:**

- Students can go online ([www.musictheory.net](http://www.musictheory.net)) to get online tutoring.

**Remediation:**

- Teacher is available before and after school.
- Peer remediation.

**Instructional Methods:**

- Direct instruction through lectures, listening, modeling, guided group/individual practice, and peer collaboration.

**Materials & Resources:**

- Teacher created worksheets, activities, study guides, and assessment.
- “The Musicians Guide to Theory and Analysis” textbook and workbook.

**Assessments:**

- Workbook assignments 7.1 - 7.5
- Teacher created assignments.
- Unit 7 practice test.
- Unit 7 test.