



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

AP Music Theory

Prepared by:
Donna Halliwell

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Director of Curriculum, Instruction, & Assessment:

June Chang

*Approved by the Midland Park Board of Education on
August 20, 2013*

AP MUSIC THEORY

2013-2014

Course Description

AP Music Theory is the in-depth study of the structure of music with focus on analytical, aural, performance and compositional skills, and a study of repertoire to examine techniques and musical genres. The development of aural skills will take place through listening exercises and sight singing. Performance and composition assignments will enhance the learning of the concepts through hands-on and creative assignments. The course work will prepare the student for taking the advanced placement music theory examination.

Overview of Course Sequence

Unit 1 (8 weeks): Elements of Music

Unit 2 (10 weeks): Harmonization/Analysis

Unit 3 (7 weeks): Counterpoint

Unit 4 (8 weeks): Form/Composition Project

*ongoing throughout units are aural skills, performance skills, compositional skills, listening/repertoire studies

HS Pre-Requisites:

Music Theory

Student enrollment in Band or Chorus

Texts and Resources

Clendinning, Jane Piper, and Elizabeth West Marvin. 2010. *The Musician's Guide to Theory and Analysis*. New York: W. W. Norton.

Clendinning, Jane Piper, and Elizabeth West Marvin. 2010. *The Musician's Guide Anthology*. New York: W. W. Norton.

Clendinning, Jane Piper, and Elizabeth West Marvin. 2010. *The Musician's Guide to Anthology Recordings: for The Musicians Guide to Theory and Analysis*. New York: W. W. Norton.

Ottman, Robert and Nancy Rogers. 2010. *Music for Sight Singing*. New Jersey: Pearson

Sibelius or Noteflight (online music notation tool)

Teacher generated notes, assignments, activities (sight-singing, dictation, keyboard)

Repertoire

A wide variety of music from various genres and time periods will be studied. We will be studying various musical characteristics such as melody, rhythm, harmony, texture, form, expressive qualities, historical context of pieces, specific technical devices used, etc. Students will listen to these pieces in class and at home, and will be responsible for being able to identify the piece, composer, and time period on listening tests. Some examples of the pieces to be studied from *The Musician's Guide Anthology*.

Unit Overview

Content Area: Music

Unit Title: (1) Elements of Music

Target Course/Grade Level: AP Music Theory/Grade 11-12

Unit Summary: rhythm/pitch notation, time signatures, tempo/expressive markings, clefs, notes on keyboard, scales, key signatures, modes, intervals, transposing, triads

21st century themes: Creativity and innovation, critical thinking, problem solving. technology literacy

Learning Targets

Standards: Music

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of Arts and Culture: All students will understand the role, development and influence of the arts throughout history and across cultures

1.3 Performance: All students will synthesize those skills, media, methods, and technologies, appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions
1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts
2.12.A.1	Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras
1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy appropriate musicality, and the relevant stylistic nuance.
1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores
1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software

Unit Essential Questions
• How is music organized?

Unit Enduring Understandings
• Patterns of pitch and rhythm

Unit Learning Targets

Students will . . .

- analyze elements of music by breaking down, and identifying elements of given examples
- synthesize element of music by building, creating, performing, and composing various examples

Evidence of Learning

Summative Assessment (X days): classwork, homework, written quizzes and tests, aural skill test, performance tests (keyboard), composition assignments, repertoire test (written and listening)

Equipment Needed: computers, interwrite board, keyboards, music software

Teacher Resources: Theory and Analysis (Clendinning and Marvin, 2nd Edition), workbook, anthology for listening, anthology CD, sight-singing and dictation exercises, Sibelius, Noteflight, <http://www.musictheory.net>, http://www.musictechteacher.com/music_quizzes/music_quizzes.htm

Formative Assessments

- graphic organizer/visual representation
- computer tech. games/computer Jeopardy games/music drills
- questioning
- blog assignments

Unit 1 Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Rhythm Basics	5 days
2	Pitch Basics	5 days
3	Scales (Major, Chromatic)	5 days
4	Key Signatures (Circle of 5ths)	5 days
5	Minor Scales	5 days
6	Church Modes, Whole Tone, Pentatonic Scales	5 days
7	Melody Writing Techniques	5 days
8	Intervals	5 days
7	Transposing	5 days
8	Triads	5 days

Teacher Notes: ongoing throughout unit are aural skills, performance skills, compositional skills, listening/repertoire

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview

Content Area: Music

Unit Title: (2) Harmonization/Analysis

Target Course/Grade Level: AP Music Theory/Grade 11-12

Unit Summary: chord progressions, chords, harmonizing melody, analysis of harmony and melody
21st century themes: Creativity and innovation, critical thinking, problem solving. Technology literacy

Learning Targets

Standards: Music

- 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of Arts and Culture:** All students will understand the role, development and influence of the arts throughout history and across cultures
- 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies, appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions
1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts
1.2.12.A.1	Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras
1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy appropriate musicality, and the relevant stylistic nuance.
1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores
1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software

Unit Essential Questions
 • How is music analyzed?

Unit Enduring Understandings
 • Patterns in harmony

Unit Learning Targets

Students will

- analyze elements of music by breaking down, and identifying chords and harmonic progressions
- synthesize element of music by building, creating, performing, and composing various examples

Evidence of Learning

Summative Assessment (X days): classwork, homework, written quizzes and tests, aural skill test, performance tests (keyboard), composition assignments, repertoire test (written and listening)

Equipment Needed: computers, interwrite board, keyboards, music software

Teacher Resources: Theory and Analysis (Clendinning and Marvin, 2nd Edition), workbook, anthology for listening, anthology CD, sight-singing and dictation exercises, keyboard exercises and songs, Sibelius, Noteflight, <http://www.musictheory.net>, http://www.musictechteacher.com/music_quizzes/music_quizzes.htm

Formative Assessments

- graphic organizer/visual representation
- computer tech. games/computer Jeopardy games/music drills
- questioning
- blog assignments

Unit 2 Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
9	Chord Progression in Major and Minor	5 days
10	Seventh Chords	5 days
11	Harmonization in Various Textures	5 days
12	Analysis using Roman Numerals and figured bass	5 days
13	Identifying Cadences	5 days
14	Non-harmonic tones	5 days
15	Secondary dominant chords	5 days
16	Non-diatonic chords	5 days
17	Modulation	5 days
18	SATB analysis	5 days

Teacher Notes: ongoing throughout unit are aural skills, performance skills, compositional skills, listening/repertoire

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview

Content Area: Music

Unit Title: (3) Counterpoint

Target Course/Grade Level: AP Music Theory/Grade 11-12

Unit Summary: counterpoint

21st century themes: Creativity and innovation, critical thinking, problem solving. Technology literacy

Learning Targets

Standards: Music

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of Arts and Culture: All students will understand the role, development and influence of the arts throughout history and across cultures

1.3 Performance: All students will synthesize those skills, media, methods, and technologies, appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions
1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts
1.2.12.A.1	Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras
1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy appropriate musicality, and the relevant stylistic nuance.
1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores
1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software

Unit Essential Questions
• How is music composed?

Unit Enduring Understandings
• Patterns in composition

Unit Learning Targets

Students will . . .

- analyze elements of music by breaking down, and identifying harmony and counterpoint
- synthesize element of music by building, creating, performing, and composing various examples

Evidence of Learning

Summative Assessment (X days): classwork, homework, written quizzes and tests, aural skill test, performance tests (keyboard), composition assignments, repertoire test (written and listening)

Equipment Needed: computers, interwrite board, keyboards, music software

Teacher Resources: Theory and Analysis (Clendinning and Marvin, 2nd Edition), workbook, anthology for listening, anthology CD, sight-singing and dictation exercises, keyboard exercises and songs, Sibelius, Noteflight, <http://www.musictheory.net>, http://www.musictechteacher.com/music_quizzes/music_quizzes.htm

Formative Assessments

- graphic organizer/visual representation
- computer tech. games/computer Jeopardy games/music drills
- questioning
- blog assignments

Unit 3 Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
19	First species counterpoint	5 days
20	Second species counterpoint	5 days
21	3rd, 4th, 5th species, and free counterpoint	5 days
22	18th Century counterpoint	5 days
23	Phrases in SATB writing	5 days
24	Six Four Chords	5 days
25	Motivic Analysis	5 days

Teacher Notes: ongoing throughout unit are aural skills, performance skills, compositional skills, listening/repertoire

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview

Content Area: Music

Unit Title: (4) Form

Target Course/Grade Level: AP Music Theory/Grade 11-12

**Unit Summary: all forms (binary, ternary, strophic, sonata, contrapuntal, twentieth century)
21st century themes: Creativity and innovation, critical thinking, problem solving. Technology literacy**

Learning Targets

Standards: Music

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of Arts and Culture: All students will understand the role, development and influence of the arts throughout history and across cultures

1.3 Performance: All students will synthesize those skills, media, methods, and technologies, appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions
1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts
1.2.12.A.1	Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras
1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy appropriate musicality, and the relevant stylistic nuance.
1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores
1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software

Unit Essential Questions

• What are musical ideas and how are they arranged?

Unit Enduring Understandings

• Patterns of ideas

Unit Learning Targets

Students will . . .

- *analyze musical ideas by breaking down and identifying forms*
- *synthesize element of music by building, creating, performing, and composing various examples*

Evidence of Learning

Summative Assessment (X days): classwork, homework, written quizzes and tests, aural skill test, performance tests (keyboard), composition assignments, repertoire test (written and listening)

Equipment Needed: computers, interwrite board, keyboards, music software

Teacher Resources: Theory and Analysis (Clendinning and Marvin, 2nd Edition), workbook, anthology for listening, anthology CD, sight-singing and dictation exercises, keyboard exercises and songs, Sibelius, Noteflight, <http://www.musictheory.net>, http://www.musictechteacher.com/music_quizzes/music_quizzes.htm

Formative Assessments

- graphic organizer/visual representation
- computer tech. games/computer Jeopardy games/music drills
- questioning
- blog assignments

Unit 4 Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
27	Binary and Ternary Form	5 days
28	Vocal and Strophic forms	5 days
29	Contrapuntal forms	5 days
30	Variation and Rondo forms	5 days
31	Sonata form	5 days
32	20th Century forms and techniques	10 days
33	Popular and Contemporary forms	5 days
34	Composition Project	5-8 days

Teacher Notes: ongoing throughout unit are aural skills, performance skills, compositional skills, listening/repertoire

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

