



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Advanced Placement Music Theory Grade Level(s): 10-12 Units of Credit: 1 Classification: Required	Length of Course: 30 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 129 hours
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Course Description

This course is designed to give students a deep understanding of all compositional aspects of vocal and instrumental music. The students will study elements of pitch, rhythm, harmonic progression, inverted chords, non-chord tones, cadences, phrases, secondary functions, and musical forms in relationship to music composition.

Prerequisite: Students must be a current member of a performing music ensemble at Spring Grove Area High School or have signed permission from a current high school music teacher.

Instructional Strategies, Learning Practices, Activities, and Experiences

Critical Thinking	Class Discussion	Teacher Demonstration
Formal Assessments	Flexible Groups	Inquiry
Guided Practice	Best Practices Strategies	Online Tutorials/Resources
Bell Ringers	Posted Objectives and Agenda	Homework

Assessments

Music Performance Assessments	Advanced Placement Practice Exams	Performances
Chapter Quizzes/Tests	Sight-Singing Assessment	

Materials/Resources

Textbook: Kostka, Stephen and Payne, Dorothy.
Tonal Harmony with an Introduction to Twentieth Century Music, 6th Edition.

Adopted: 5/21/12

Revised: 5/15/2017

Elements of Pitch	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Keyboard and Octave Registers</p> <p>Musical Notation on the Staff</p> <p>Major/Minor Key Signatures</p> <p>Major/Minor Scales</p> <p>Major/Minor Scale Degree Names</p> <p>Perfect, Major, Minor, Diminished, and Augmented Intervals</p> <p>Interval Inversions</p> <p>Consonant and Dissonant Harmonic and Melodic Intervals</p>	<p>Skills/Objectives:</p> <p>The student will correctly identify and notate pitches in various clefs.</p> <p>The student will correctly identify and notate major and minor key signatures in various clefs.</p> <p>The student will correctly identify and notate perfect, major, minor, augmented, and diminished intervals in various key signatures and in various clefs.</p> <p>The student will correctly identify consonant and dissonant melodic and harmonic intervals through ear-training.</p> <p>Vocabulary Terms: Pitch, Musical Alphabet, Octave, Octave Register, Middle C, Staff, Ledger Lines, Treble Clef, Alto Clef, Tenor Clef, Bass Clef, Whole Steps, Half Steps, Tetrachords, Parallel Key Signatures, Relative Key Signatures, Scale Degree, Tonic, Supertonic, Mediant, Subdominant, Dominant, Submediant, Subtonic, Leading Tone, Enharmonic, Transpose, Interval, Harmonic, Melodic, Modifier, Inversion</p> <p>Standards:</p> <p>9.1.12.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>9.1.12.C Integrate and apply advanced vocabulary to the arts forms.</p> <p>9.1.12.J Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.</p> <p>9.2.12.B Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p>9.3.12.A Explain and apply the critical examination processes of works in the arts and humanities.</p> <p>9.3.12.E Examine and evaluate various types of critical analysis of works in the arts and humanities.</p>

Elements of Rhythm	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Duration Symbols</p> <p>Simple and Compound Time Signatures</p> <p>Steady Beat and Tempo</p> <p>Regular and Irregular Meter</p> <p>Division of the Beat</p> <p>Note Duration Alterations</p>	<p>Skills/Objectives:</p> <p>The student will demonstrate keeping a steady beat.</p> <p>The student will demonstrate subdividing a steady beat into two, three, or four parts.</p> <p>The student will notate simple and complex rhythms and write the correct count number below each downbeat or subdivision.</p> <p>Rhythmic Dictation – The student will listen to a specific rhythm and notate the rhythm correctly on staff paper.</p> <p>Vocabulary Terms: Rhythm, Duration Symbol, Whole Note, Half Note, Quarter Note, Eighth Note, Sixteenth Note, Thirty-Second Note, Dot, Tie, Stem, Head, Beat, Tempo, Metronome, Duple, Triple, Quadruple, Metric Accent, Simple Beat, Compound Beat, Grouplet, Hypermeter, Macrobeat, Microbeat, Time Signature, Hemiola</p> <p>Standards:</p> <p>9.1.12.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>9.1.12.C Integrate and apply advanced vocabulary to the arts forms.</p> <p>9.1.12.J Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.</p> <p>9.2.12.B Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p>9.3.12.A Explain and apply the critical examination processes of works in the arts and humanities.</p> <p>9.3.12.E Examine and evaluate various types of critical analysis of works in the arts and humanities.</p>

Elements of Harmony	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Fundamental Sonorities in Tonal Music</p> <p>Diatonic Chord Qualities in Major and Minor Keys</p> <p>Triad and Seventh Chord Inversions</p> <p>Multiple Part-Writing</p> <p>Textures</p> <p>Harmonic Progression and Sequence</p>	<p>Skills/Objectives: The student will demonstrate knowledge of notated chord qualities. The student will identify various chord qualities through listening (ear-training). The student will identify the Roman numeral associated with certain diatonic chords in both major and minor keys. The student will notate harmonies in multiple parts while following correct part-writing guidelines. The student will demonstrate ability to read a full orchestral or symphonic score.</p> <p>Vocabulary Terms: Triad, Seventh Chord, Root, Third, Fifth, Seventh, Major, Minor, Major-Minor, Half-Diminished, Diminished, Root Position, Inversion, First Inversion, Second Inversion, Third Inversion, Figured Bass, Lead-Sheet, Diatonic, Chromatic, Chords, Roman Numerals, Voice-Leading, Part-Writing, Counterpoint, Reduced Score, Full Score, Note-Spacing, Close Structure, Open Structure, Parallel Fifths, Parallel Octaves, Consecutive Fifths, Consecutive Octaves, Contrary Motion, Parallel Motion, Oblique Motion, Similar Motion, Unequal Fifths, Direct Fifths, Direct Octaves</p> <p>Standards: 9.1.12.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.12.C Integrate and apply advanced vocabulary to the arts forms. 9.1.12.E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.J Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. 9.2.12.B Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). 9.2.12.E Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts (e.g., Gilbert and Sullivan operettas). 9.2.12.G Relate works in the arts to geographic regions. 9.3.12.A Explain and apply the critical examination processes of works in the arts and humanities. 9.3.12.E Examine and evaluate various types of critical analysis of works in the arts and humanities.</p>

Advanced Harmony, Form, and Analysis	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Harmonic Dictation</p> <p>Binary and Ternary Form</p> <p>Harmonic Progression</p> <p>Advanced Part-Writing</p> <p>Harmonic Chromaticism</p> <p>Secondary Functions</p>	<p>Skills/Objectives: The student will identify the progression of various harmonies through listening (ear training). The student will identify the form of a given piece through critical listening (ear training). The student will incorporate advanced harmonies and chromaticism in multiple part-writing. The student will implement secondary functions in multiple part-writing in order to modulate from one key to another.</p> <p>Vocabulary Terms: Texture, Two Part Texture, Three-Part Texture, Four-Part Texture, Common Tone, Stepwise, Tertian Leap, Deceptive Progression, Contrary to Bass, Fundamental Tone, Cadence, Harmonic Rhythm</p> <p>Standards: 9.1.12.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.12.C Integrate and apply advanced vocabulary to the arts forms. 9.1.12.D Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.12.E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.12.J Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. 9.2.12.D Analyze a work of art from its historical and cultural perspective. 9.2.12.E Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts (e.g., Gilbert and Sullivan operettas). 9.2.12.G Relate works in the arts to geographic regions. 9.3.12.A Explain and apply the critical examination processes of works in the arts and humanities. 9.3.12.E Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.4.12.A Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4.12.D Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>