

Blackhawk School District

CURRICULUM

Course Title:	Introduction to Music Theory (1 Semester)
Grade Level(s):	Grades 9-12
Periods Per Week:	Daily
Length of Class:	40 minutes
Faculty Author(s):	Music Faculty: Lisa Thomas-Wright, Krsten Neeley, Jayne McDonald, George Hoydich, Bob Barthen, Maura Underwood
Date:	February 2009; Revised May '09

MUSIC DEPARTMENT MISSION:

Blackhawk School District will support development of all students' musical awareness, enjoyment, confidence and expression through educational and enrichment opportunities. We are dedicated to providing an excellent music education through a sequential program of study, performing ensembles and concerts that foster excellent musicianship and a lifelong appreciation for music.

COURSE DESCRIPTION:

INTRODUCTION TO MUSIC THEORY

This course is designed for those students who wish to pursue AP Music Theory or desire it for enrichment of their musical skills. Objectives of the Intro to Music Theory class include reading, writing, and performing melodies in different tonalities, ear-training, sight singing, interval recognition, chord identification and analysis, composition, and dictation (melodic and rhythmic). Students will employ the use of technology through various theory training websites.

This class is the prerequisite for AP Music Theory, a full-year elective course.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

OBJECTIVES (PA standard)	RESOURCES
<p>9.1 A Rhythm Write simple rhythmic and melodic dictation Express musical ideas by composing and arranging</p> <p>9.1 A Pitch Read melodies in treble, bass, and movable C clefs Analyze the chords of a musical composition by number and letter name Recognize by ear and by sight all intervals within an octave</p> <p>9.1 A Timbre Identify the different ranges of voice (soprano, alto, tenor, bass) Write, sing, and play major scales and all three forms of minor scales</p> <p>9.1 A & B Composition and Improvisation Express musical ideas by composing and arranging</p> <p>9.1 Form Identify and demonstrate the form within choral and instrumental literature Score reading Understand and recognize basic musical forms: ternary, binary, rondo, etc.</p> <p>9.2 A.-G, J-K and 9.1.A, D, F Historical and Cultural Context Write, define, and relate compositions to historical contexts</p> <p>9.1 Notation Write simple rhythmic and melodic dictation Read melodies in treble, bass, and movable C clefs Analyze the chords of a musical composition by number and letter name</p> <p>9.1G Rehearsal, Performance, Practice Etiquette Write, sing, and play major scales and all three forms of minor scales</p>	<p>Enrichment worksheets Smart and Promethean Technology Lessons</p> <p>Carothers, Anne. <i>Studying Rhythm</i>. 2nd ed. Prentice Hall: Upper Saddle River, NJ. 1998.</p> <p>Ricci Adams' Music Theory website: www.musictheory.net</p> <p>Gilbert Dibenidetti's website: www.gmajormusictheory.net</p>

9.1 C Vocabulary

Understand and apply music terminology found within literature

9.1.H Safety and Equipment

Demonstrate proper use and care of classroom instruments and materials

9.1 J.&K Technology

Incorporate technology as appropriate to the curriculum

Music Theory websites

9.3 A., B, & E., 9.1.F Critical Response

Respond critically to composer and music as appropriate(compare, contrast, evaluate, analyze, and interpret)

9.4 B & C Aesthetic Response

Describe the intrinsic effects that literature has on one's own performance individually and within an ensemble