## Course name:
**AP Music Theory**

## Level:
**Advanced Placement**

## Time Frame:
**40 weeks**

### Topic
**September – Elements of Pitch and Rhythm**

### Essential Questions
- What are the basic elements of pitch and rhythm that allow for understanding of music notation language?
- What are the basic elements of pitch and rhythm that allow for horizontal and vertical music composition?
- How are different scales, chords, and intervals developed and classified?
- How is sight-singing/ear-training important to developing a literate musician?
- What is solfege and how is it useful in the music theory classroom?

### Enduring Understandings
- Students will differentiate between different types of major and minor scales.
- Students will understand and practice designation of proper key signatures.
- Students will compare major and relative minor key relationships.
- Students will comprehend and perform musical intervals.
- Students will practice solfege (moveable do system) with hand signs.
- Students will perform pentascales on piano while echoing patterns by teacher.

### Alignment to NJCCS for Visual and Performing Arts

**AR.9-12.1.1.12** - [Standard] - 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.

**AR.9-12.1.1.12.1** - [Content Statement] - Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.

**AR.9-12.1.1.12.2** - [Content Statement] - Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.

**AR.9-12.1.1.12.1.B.1** - [Cumulative Progress Indicator] - 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.

**AR.9-12.1.1.12.2.B.1** - [Cumulative Progress Indicator] - Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

**AR.9-12.1.1.12.2.B.2** - [Cumulative Progress Indicator] - The ability to read and interpret music impacts musical fluency.

**AR.9-12.1.1.12.2.B.2.B** - [Cumulative Progress Indicator] - Analyze how the elements of music are manipulated in original or prepared musical scores.

**AR.9-12.1.1.12.2.B.3** - [Content Statement] - Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.

### Key Concepts and Skills
- Keyboard and octave registers, clefs, notation on the staff, basic notation symbols, composition of major, minor, and chromatic scales, tetra chords, major and minor key signature, circle of fifths, relative and parallel keys, scale degrees, intervals (major, minor, augmented, and diminished), inversion of intervals, consonant and dissonant intervals, solfege
- Rhythm, durational symbols, dots, rests, beat and tempo, meter, division of the beat (simple / compound), time signatures, beaming, stems and stem direction

### Learning Activities
- Students will sight read melodies and intervals using solfege and hand sign system.
- Students will sight read rhythms using a system of syllables associated to note value.
- Students will understand new and basic elements through integration of piano.
- Students will identify certain elements of study located in different pieces of real music.
- Students will begin to dictate short melodies and rhythms played by teacher.
• Students will practice comprehension of material through worksheets and daily activities

Assessments

• Daily homework assignments
• Sight reading quizzes assessing intervallic, melodic, and rhythmic elements
• Chapter quizzes assessing comprehension of theoretic material discussed

21st Century Skills

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Interdisciplinary Connections

None

Technology Integration

Technological Materials:
- Pianos
- Laptop
- Projector
- Whiteboard
- Playback Audio system

Course name: AP Music Theory
Level: Advanced Placement
Time Frame: 40 weeks

Topic
October – Triads, Seventh Chords and Diatonic chords in different keys

Essential Questions

• How are the fundamental elements of music discussed in September combined to create different important theoretical concepts to analysis and composition?
• How was music read and comprehended during the Common Practice Period (c. 1600)?
• How is music analyzed vertically and linear to create certain aural stimuli?

Enduring Understandings

• Students will differentiate between different types of diatonic chords and seventh chords.
• Students will understand the concept of inversion
• Students will learn to read and compose using figured bass writing
• Students will comprehend and perform musical intervals
• Students will practice solfege (moveable do system) with hand signs
• Students will comprehend lead sheet symbols
• Students will find musical elements within real pieces of performed music during Common Practice period

Alignment to NJCCS for Visual and Performing Arts

**AR.9-12.1.1.12** - [Standard] - 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.

**AR.9-12.1.1.12.1** - [Content Statement] - Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.

**AR.9-12.1.1.12.2** - [Cumulative Progress Indicator] - 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.

**AR.9-12.1.1.12.3** - [Content Statement] - Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.

**AR.9-12.1.1.12.4** - [Cumulative Progress Indicator] - Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

**AR.9-12.1.3.12.1** - [Content Statement] - Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.
AR.9-12.1.3.12.B.1 - [Cumulative Progress Indicator] - 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.

AR.9-12.1.3.12.B.2 - [Cumulative Progress Indicator] - Analyze how the elements of music are manipulated in original or prepared musical scores.

AR.9-12.1.3.12.2 - [Content Statement] - The ability to read and interpret music impacts musical fluency.

AR.9-12.1.3.12.3 - [Content Statement] - Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.

Key Concepts and Skills

- Triads (major, minor, diminished, augmented), triads in a key, chord inversion, seventh chords, figured bass (writing bass lines based on figured bass), lead sheet symbols
- Minor Scale, diatonic triads in major and minor, roman numeral analysis, cadences (authentic, half, deceptive, plagal, and Picardy third), form, diatonic seventh chords in major and minor

Learning Activities

- Students will sight read and perform melodies and intervals using solfege and hand sign system
- Students will sight read rhythms using a system of syllables associated to note value
- Students will understand new and basic elements through integration of piano
- Students will identify certain elements of study located in different pieces of real music
- Students will begin to dictate short melodies, rhythms, and intervals played by teacher
- Students will practice comprehension of material through worksheets

Assessments

- Daily homework assignments
- Sight reading performance quizzes assessing intervallic, melodic, and rhythmic elements
- Chapter quizzes assessing comprehension of theoretic material discussed
- Dictation assessments

21st Century Skills

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Interdisciplinary Connections

- History in the 1600's

Technology Integration

- Pianos
- Laptop
- Projector
- Whiteboard
- Playback Audio system

Course name: AP Music Theory  
Level: Advanced Placement  
Time Frame: 40 weeks

Topic  
November – Voice Leading and Part Writing

Essential Questions

- What are the principles of composition that were customary during the Common Practice Period?
- How does your decision(s) in vertical music composition affect your outcome horizontally in the aural sense?
- How do instruments sound and how are they notated to perform in an ensemble or solo?

Enduring Understandings

- Students will differentiate between different types part-writing positions while composing melodies using each position
- Students will compose melodies and excerpts using root position part writing
- Students will learn to read and compose using figured bass writing
• Students will comprehend and perform musical intervals
• Students will practice solfege (moveable do system) with hand signs
• Students will find musical elements within real pieces of performed music during Common Practice period
• Students will comprehend instrumental range and transposition while composing music for a small instrumental ensemble

### Alignment to NJCCS for Visual and Performing Arts

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### Key Concepts and Skills

- Melodic line, notating chords, voicing a single triad (open and close), static, oblique, similar, contrary, and parallel motion
- Root Position Part Writing in several scenarios, instrumental ranges and transpositions

### Learning Activities

- Students will sight read and perform melodies and intervals using solfege and hand sign system
- Students will sight read rhythms using a system of syllables associated to note value
- Students will understand new and basic elements through integration of piano
- Students will identify certain elements of study located in different pieces of real music
- Students will practice comprehension of material through worksheets and projects
- Students will be given prompts to compose music encompassing elements of study

### Assessments

- Daily homework assignments
- Sight reading performance quizzes assessing intervallic, melodic, and rhythmic elements
- Chapter quizzes assessing comprehension of theoretic material discussed
- Small ensemble composition project – Students will write a short composition including a certain number of instruments, displaying correct transposition and ranges

### 21st Century Skills

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### Interdisciplinary Connections

- English Language Arts
### Technology Integration

**Technological Materials:**
- Pianos
- Laptop
- Projector
- Whiteboard
- Playback Audio system

### Course Information

**Course name:** AP Music Theory  
**Level:** Advanced Placement  
**Time Frame:** 40 weeks

### Topic

**December – Harmonic Progressions and Inversion**

### Essential Questions

- What are the different chords in a diatonic key (major and minor) and how can they be used horizontally to create different aural outcomes?
- How does the inversion of different tones in a chord affect both the vertical and horizontal outcome of a composition?

### Enduring Understandings

- Students will differentiate between different types of part-writing positions while composing melodies using each position
- Students will compose melodies and excerpts using first and second inversion positions
- Students will learn different types of cadences and when they are commonly used
- Students will dictate more complex melodies and harmonic structures played by teacher
- Students will practice solfege (moveable do system) with hand signs
- Students will find musical elements within real pieces of performed music during Common Practice period

### Alignment to NJCCS for Visual and Performing Arts

**AR.9-12.1.1.12** - [Standard] - 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.

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**AR.9-12.1.1.12.4** - [Cumulative Progress Indicator] - Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

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**AR.9-12.1.3.12.2** - [Cumulative Progress Indicator] - 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.

**AR.9-12.1.3.12.3** - [Content Statement] - The ability to read and interpret music impacts musical fluency.

**AR.9-12.1.3.12.4** - [Cumulative Progress Indicator] - Analyze how the elements of music are manipulated in original or prepared musical scores.

**AR.9-12.1.3.12.5** - [Content Statement] - Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.

**AR.9-12.1.3.12.6** - [Cumulative Progress Indicator] - 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.

### Key Concepts and Skills

- Sequences and the Circle of Fifths, the I and V chords, the II Chord, the VI chord, the III chord, the VII chord, the IV chord, common exceptions, differences in the minor mode, progressions involving seventh chords, harmonizing a simple melody
Learning Activities

- Bass arpeggiation and the melodic bass, substituted first inversion triads, parallel sixth chords, part writing first inversion triads (four and three part textures), soprano-bass counterpoint, cadential six-four, passing six-four, pedal six-four, part writing for second inversion triads

Assessments

- Daily homework assignments
- Sight reading performance quizzes assessing intervallic, melodic, and rhythmic elements
- Chapter quizzes assessing comprehension of theoretic material discussed

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Interdisciplinary Connections

- Social studies

Technology Integration

Technological Materials:

- Pianos
- Laptop
- Projector
- Whiteboard
- Playback Audio system

Course name: AP Music Theory
Level: Advanced Placement
Time Frame: 40 weeks

Topic
January – Cadences / Midterm

Essential Questions

- How is a musical phrase ended and what purpose does this ending have within the composition?
- What is the form of musical compositions?
- What are the main points of study during the first semester?

Enduring Understandings

- Students will differentiate between different types of cadences and how they should appear during Common Practice Period
- Students will compose melodies and excerpts using root, first, and second inversion positions
- Students will analyze excerpts of real and created music using Roman Numeral Analysis
- Students will dictate more complex melodies and harmonic structures played by teacher
- Students will practice solfege (moveable do system) with hand signs
- Students will find musical elements within real pieces of performed music during Common Practice period

Alignment to NJCCS for Visual and Performing Arts

AR.9-12.1.1.12 - [Standard] - 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.

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AR.9-12.1.1.12.8.1 - [Cumulative Progress Indicator] - 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.

AR.9-12.1.1.12.2 - [Content Statement] - Musical proficiency is characterized by the ability to sight-read
Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.

AR.9-12.1.3.12.B.2 - [Cumulative Progress Indicator] - Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

AR.9-12.1.3.12.1 - [Content Statement] - Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.

AR.9-12.1.3.12.B.1 - [Cumulative Progress Indicator] - 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.

AR.9-12.1.3.12.2 - [Content Statement] - The ability to read and interpret music impacts musical fluency.

AR.9-12.1.3.12.B.2 - [Cumulative Progress Indicator] - Analyze how the elements of music are manipulated in original or prepared musical scores.

AR.9-12.1.3.12.3 - [Content Statement] - Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.

AR.9-12.1.3.12.4 - [Content Statement] - Basic vocal and instrumental arranging skills require theoretical understanding of music composition.

AR.9-12.1.3.12.B.4 - [Cumulative Progress Indicator] - 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.

AR.9-12.1.4.12 - [Standard] - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

AR.9-12.1.4.12.A - [Strand] - Aesthetic Responses

AR.9-12.1.4.12.A.1 - [Cumulative Progress Indicator] - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

Key Concepts and Skills

- Sequences and the Circle of Fifths, the I and V chords, the II Chord, the VI chord, the III chord, the VII chord, the IV chord, common exceptions, differences in the minor mode, progressions involving seventh chords, harmonizing a simple melody

- Bass arpeggiation and the melodic bass, substituted first inversion triads, parallel sixth chords, part writing first inversion triads (four and three part textures), soprano-bass counterpoint, cadential six-four, passing six-four, pedal six-four, part writing for second inversion triads

Learning Activities

- Students will sight read and perform melodies and intervals using solfege and hand sign system
- Students will sight read rhythms using a system of syllables associated to note value
- Students will understand new and basic elements through integration of piano
- Students will identify certain elements of study located in different pieces of real music
- Students will practice comprehension of material through worksheets and projects
- Students will be given prompts to compose and analyze music encompassing elements of study
- Students will perform self composed exercises

Assessments

- Daily homework assignments
- Sight reading performance quizzes assessing intervallic, melodic, and rhythmic elements
- Chapter quizzes assessing comprehension of theoretic material discussed
- Course Midterm

21st Century Skills

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Interdisciplinary Connections

- Social Studies

Technology Integration

Technological Materials:
Course name: AP Music Theory
Level: Advanced Placement
Time Frame: 40 weeks

Topic
February – Non-Chord / Non-Harmonic Tones and the Dominant Seventh (V7)

Essential Questions
• What are the non-chord/harmonic tones and what are the advantages of using them within a composition?
• What are the different non-chord/harmonic tones that could be used within a composition?
• How is the Dominant seventh created, analyzed, and used within a composition?

Enduring Understandings
• Students will differentiate between different types of non-chord/harmonic tones
• Students will compose melodies and excerpts using different types of non-chord/harmonic tones
• Students will understand the composition of the Dominant Seventh chord and its functionality within the harmonic progression
• Students will dictate more complex melodies and harmonic structures played by teacher
• Students will practice solfege (moveable do system) with hand signs
• Students will find musical elements within real pieces of performed music during Common Practice period

Alignment to NJCCS for Visual and Performing Arts

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AR.9-12.1.1.12.2.4 - [Content Statement] - Basic vocal and instrumental arranging skills require theoretical understanding of music composition.
AR.9-12.1.1.12.2.5 - [Cumulative Progress Indicator] - 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.
AR.9-12.1.1.12.4 - [Standard] - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
AR.9-12.1.1.12.4.A - [Strand] - Aesthetic Responses
AR.9-12.1.1.12.4.1 - [Content Statement] - Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
AR.9-12.1.1.12.4.A.1 - [Cumulative Progress Indicator] - Use contextual clues to differentiate between unique
and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

Key Concepts and Skills

- Classification of non-chord / nonharmonic tones, passing tones, neighboring tones, suspensions and retardations, figured bass and lead sheet symbols, embellishing a simple texture, appoggiatura, neighbor group, anticipations, pedal point, special problems in the analysis of non-chord tones
- Composition of $V_7$ chord, general voice-leading considerations, characteristics of the Dominant Seventh chord, the $V_7$ in root position, the $V_7$ in three parts, other resolutions of the $V_7$, the inverted $V_7$ chord, the $V_6^5$ chord, the $V_5^3$ chord, the $V_5^3$ chord, the approach to the 7th

Learning Activities

- Students will sight read and perform melodies and intervals using solfege and hand sign system
- Students will sight read rhythms using a system of syllables associated to note value
- Students will understand new and basic elements through integration of piano
- Students will identify certain elements of study located in different pieces of real music
- Students will practice comprehension of material through worksheets and projects
- Students will be given prompts to compose and analyze music encompassing elements of study
- Students will perform self-composed exercises

Assessments

- Daily homework assignments
- Sight reading performance quizzes assessing intervallic, melodic, and rhythmic elements
- Chapter quizzes assessing comprehension of theoretic material discussed

21st Century Skills

- Creativity
- Critical Thinking
- Communication
- Collaboration

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Interdisciplinary Connections

- Social Studies

Technology Integration

Technological Materials:
- Pianos
- Laptop
- Projector
- Whiteboard
- Playback Audio system

Course name: AP Music Theory

Level: Advanced Placement

Time Frame: 40 weeks

Topic
March – Diatonic Seventh Chords

Essential Questions

- How are the different diatonic seventh chords composed within a key and how are they used in harmonic functionality?

Enduring Understandings

- Students will differentiate between different diatonic seventh chords within a key and how they function harmonically
- Students will compose melodies and excerpts using the different diatonic seventh chords, displaying proper voice leading throughout
- Students will dictate more complex melodies and harmonic structures played by teacher
- Students will practice solfege (moveable do system) with hand signs
- Students will find musical elements within real pieces of performed music during Common Practice period

Alignment to NJCCS for Visual and Performing Arts

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- **AR.9-12.1.12.2** [Cumulative Progress Indicator] - Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.

- **AR.9-12.1.12.3** [Content Statement] - Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

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- **AR.9-12.1.3.12.2** [Cumulative Progress Indicator] - 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.

- **AR.9-12.1.3.12.3** [Content Statement] - The ability to read and interpret music impacts musical fluency.

- **AR.9-12.1.3.12.4** [Cumulative Progress Indicator] - 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.

- **AR.9-12.1.4.1** [Standard] - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

- **AR.9-12.1.4.2.A** [Strand] - Aesthetic Responses

- **AR.9-12.1.4.2.1** [Content Statement] - Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.

- **AR.9-12.1.4.2.2** [Cumulative Progress Indicator] - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

### Key Concepts and Skills

- The II7 chord, characteristics of the supertonic seventh chord, the VII7 chord in major, the VII7 chord in minor

- The IV7, the VI7 chord, the I7 chord, the III7, seventh chords and the circle of fifths sequence, review of all diatonic seventh chords

### Learning Activities

- Students will sight read and perform melodies and intervals using solfege and hand sign system
- Students will sight read rhythms using a system of syllables associated to note value
- Students will understand new and basic elements through integration of piano
- Students will identify certain elements of study located in different pieces of real music
- Students will practice comprehension of material through worksheets and projects
- Students will be given prompts to compose and analyze music encompassing elements of study
- Students will perform self-composed exercises

### Assessments

- Daily homework assignments
- Sight reading performance quizzes assessing intervallic, melodic, and rhythmic elements
- Chapter quizzes assessing comprehension of theoretic material discussed

### 21st Century Skills

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Critical Thinking</th>
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<td>Life and Career Skills</td>
<td>Information Literacy</td>
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### Interdisciplinary Connections

None
Technology Integration

Technological Materials:
- Pianos
- Laptop
- Projector
- Whiteboard
- Playback Audio system

Course name: AP Music Theory  
Level: Advanced Placement  
Time Frame: 40 weeks

<table>
<thead>
<tr>
<th>Topic</th>
<th>April – Secondary dominants and modulations</th>
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<tbody>
<tr>
<td>Essential Questions</td>
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<tr>
<td>• What is the difference between a secondary dominant and a modulation?</td>
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<tr>
<td>• What, how, and why are secondary dominants used?</td>
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<table>
<thead>
<tr>
<th>Enduring Understandings</th>
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<tbody>
<tr>
<td>• Students will differentiate between secondary dominants and modulations</td>
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<tr>
<td>• Students will practice analyzing different types of secondary dominants that follow proper harmonic progression along with different types of modulations</td>
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<tr>
<td>• Students will compose melodies and excerpts using the different secondary dominants</td>
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<tr>
<td>• Students will analyze and compose modulations in several keys</td>
</tr>
<tr>
<td>• Students will dictate more complex melodies and harmonic structures played by teacher</td>
</tr>
<tr>
<td>• Students will practice solfege (moveable do system) with hand signs</td>
</tr>
<tr>
<td>• Students will find musical elements within real pieces of performed music during Common Practice period</td>
</tr>
</tbody>
</table>

Alignment to NJCCS for Visual and Performing Arts

AR.9-12.1.1.12 - [Standard] - 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.

AR.9-12.1.1.12.1 - [Content Statement] - Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.

AR.9-12.1.1.12.B.1 - [Cumulative Progress Indicator] - 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.

AR.9-12.1.1.12.2 - [Content Statement] - Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.

AR.9-12.1.1.12.B.2 - [Cumulative Progress Indicator] - Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

AR.9-12.1.3.12.1 - [Content Statement] - Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.

AR.9-12.1.3.12.B.1 - [Cumulative Progress Indicator] - 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.

AR.9-12.1.3.12.2 - [Content Statement] - The ability to read and interpret music impacts musical fluency.

AR.9-12.1.3.12.B.2 - [Cumulative Progress Indicator] - Analyze how the elements of music are manipulated in original or prepared musical scores.

AR.9-12.1.3.12.3 - [Content Statement] - Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.

AR.9-12.1.3.12.4 - [Content Statement] - Basic vocal and instrumental arranging skills require theoretical understanding of music composition.

AR.9-12.1.3.12.B.4 - [Cumulative Progress Indicator] - 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.

AR.9-12.1.4.12 - [Standard] - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

AR.9-12.1.4.12.A - [Strand] - Aesthetic Responses

AR.9-12.1.4.12.1 - [Content Statement] - Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.

AR.9-12.1.4.12.B.1 - [Cumulative Progress Indicator] - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
Key Concepts and Skills

- Chromaticism and altered chords, secondary functions, secondary dominant chords, spelling secondary dominant chords, recognizing secondary dominants, secondary dominants in context, secondary leading tone chords, spelling secondary leading tone chords, recognizing secondary leading tone chords, secondary leading tone chords in context, sequences involving secondary functions, deceptive resolutions of secondary functions

- Modulation and change of key, modulation and tonicization, key relationships, common-chord modulation (pivot-chords), analyzing common-chord modulation, altered chords as common chords, sequential modulation, modulation by common tone, monophonic modulation, direct modulation

Learning Activities

- Students will sight read and perform melodies and intervals using solfege and hand sign system
- Students will sight read rhythms using a system of syllables associated to note value
- Students will understand new and basic elements through integration of piano
- Students will identify certain elements of study located in different pieces of real music
- Students will practice comprehension of material through worksheets and projects
- Students will be given prompts to compose and analyze music encompassing elements of study
- Students will perform self-composed exercises

Assessments

- Daily homework assignments
- Sight reading performance quizzes assessing intervallic, melodic, and rhythmic elements
- Chapter quizzes assessing comprehension of theoretic material discussed
- Bach chorale writing project

21st Century Skills

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Interdisciplinary Connections

None

Technology Integration

Technological Materials:
- Pianos
- Laptop
- Projector
- Whiteboard
- Playback Audio system

Course name: AP Music Theory
Level: Advanced Placement
Time Frame: 40 weeks

Topic
- May - Forms / AP EXAM / Musical project

Essential Questions

- How is music analyzed on a large scale?
- What is structural makeup for a composition during the Common Practice Period?
- What are the main concepts discussed throughout the year?
- What is a musical and what are the structural parts to such a production?

Enduring Understandings

- Students will differentiate between the different types of musical forms
- Students will compose melodies and excerpts using different musical forms
- Students will compose and perform sections of a musical filled with music and dialogue
- Students will dictate more complex melodies and harmonic structures played by teacher
- Students will practice solfege (moveable do system) with hand signs
- Students will find musical elements within real pieces of performed music during Common Practice period
**Key Concepts and Skills**

- Binary forms, ternary forms, rounded binary forms, 12-bar Blues, other formal designs, conventional and other uses of the Neapolitan chord

- Students will be provided with a storyline and, in groups, will compose music to make the story come to life using musical concepts and compositional devices discussed in class.

**Learning Activities**

- Students will sight read and perform melodies and intervals using solfege and hand sign system
- Students will sight read rhythms using a system of syllables associated to note value
- Students will understand new and basic elements through integration of piano
- Students will identify certain elements of study located in different pieces of real music
- Students will practice comprehension of material through worksheets and projects
- Students will be given prompts to compose and analyze music encompassing elements of study
- Students will write sections of a musical to be combined into a production in which they will perform their work
Assessments

- Daily homework assignments
- Sight reading performance quizzes assessing intervallic, melodic, and rhythmic elements
- Chapter quizzes assessing comprehension of theoretic material discussed
- Let’s Write a Musical Project

21st Century Skills

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Interdisciplinary Connections

- English Language Arts

Technology Integration

Technological Materials:
- Pianos
- Laptop
- Projector
- Whiteboard
- Playback Audio system

Course name:
AP Music Theory

Level:
Advanced Placement

Time Frame:
40 weeks

Topic
June – Musical Project / Performance / Class wrap-up

Essential Questions

- What are the main concepts discussed throughout the year?
- What is a musical and what are the structural parts to such a production?
- What are important things to consider when composing a large scale work, like a musical?

Enduring Understandings

- Students will differentiate between the different types of musical forms
- Students will compose melodies and excerpts using different musical forms
- Students will compose and perform sections of a musical filled with music and dialogue
- Students will dictate more complex melodies and harmonic structures played by teacher
- Students will practice solfege (moveable do system) with hand signs
- Students will find musical elements within real pieces of performed music during Common Practice period

Alignment to NJCCS for Visual and Performing Arts

AR.9-12.1.1.12 - [Standard] - 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.

AR.9-12.1.1.12.1 - [Content Statement] - Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.

AR.9-12.1.1.12.B.1 - [Cumulative Progress Indicator] - 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.

AR.9-12.1.1.12.B.2 - [Cumulative Progress Indicator] - Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

AR.9-12.1.3.12.B - [Strand] - Music
AR.9-12.1.3.12.1 - [Content Statement] - Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.

AR.9-12.1.3.12.B.1 - [Cumulative Progress Indicator] - 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.

AR.9-12.1.3.12.B.2 - [Cumulative Progress Indicator] - Analyze how the elements of music are manipulated in...
original or prepared musical scores.  

**AR.9-12.1.3.12.3** - [Content Statement] - Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.

**AR.9-12.1.3.12.4** - [Content Statement] - Basic vocal and instrumental arranging skills require theoretical understanding of music composition.

**AR.9-12.1.3.12.B.4** - [Cumulative Progress Indicator] - 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.

**AR.9-12.1.4.12** - [Standard] - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**AR.9-12.1.4.12.A** - [Strand] - Aesthetic Responses

**AR.9-12.1.4.12.A.1** - [Cumulative Progress Indicator] - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.


**AR.9-12.1.4.12.B.1** - [Cumulative Progress Indicator] - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

**AR.9-12.1.4.12.2** - [Content Statement] - The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

### Key Concepts and Skills

- Students will be provided with a storyline and, in groups, will compose music to make the story come to life using musical concepts and compositional devices discussed in class.

### Learning Activities

- Students will sight read and perform melodies and intervals using solfege and hand sign system
- Students will sight read rhythms using a system of syllables associated to note value
- Students will understand new and basic elements through integration of piano
- Students will identify certain elements of study located in different pieces of real music
- Students will practice comprehension of material through worksheets and projects
- Students will be given prompts to compose and analyze music encompassing elements of study
- Students will write sections of a musical to be combined into a production in which they will perform their work

### Assessments

- Daily homework assignments
- Sight reading performance quizzes assessing intervallic, melodic, and rhythmic elements
- Chapter quizzes assessing comprehension of theoretic material discussed
- Let’s Write a Musical Project and Performance
- Final Exam

### 21st Century Skills

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### Interdisciplinary Connections

- English Language Arts

### Technology Integration

**Technological Materials:**

- Pianos
- Laptop
- Projector
- Whiteboard
- Playback Audio system