

MUSIC PACT

LENGTH OF TIME: ½ year, 90 minutes, every day

GRADE LEVEL: 9-12

COURSE STANDARDS:

Students will:

1. Apply concepts of music theory to solve composition assignments. (NMCS MU:Cr 1, 2, 3, 4; PA Std 9.1)
2. Compare musical composition from different time periods. (NMCS MU:Cn 10; PA Std 9.2, 9.3, 9.4)
3. Examine the history of music from Gregorian Chant to present. (NMCS MU:Re 7, 8, 9; PA Std 9.2, 9.3, 9.4)
4. Compose original music and critique. (NMCS MU:Cr 1, 2, 3, 4 Re 7, 8, 9; PA Std 9.1)
5. Collaborate and perform as a class. (NMCS MU:Cr 1, 2, 3, 4 Pr 4, 5, 6; PA Std 9.1)
6. Work cooperatively in class on orchestrating a 4-part chorale or carol. (NMCS MU: Cr 1, 2, 3, 4; PA Std 9.1)
7. Demonstrate piano skills such as scales, chords, simple two handed piece. (NMCS MU:Cn 10,11; PA Std 9.1)
8. Reproduce melodic and rhythmic samples. (NMCS MU:Cr 1, 2, 3, 4; PA Std 9.1)
9. Perform original compositions on familiar instruments. (NMCS MU:Pr 4, 5, 6; PA Std 9.3, 9.4)

NATIONAL MUSIC CONTENT/ACHIEVEMENT STANDARDS (Composition/Theory 9-12)

<https://nafme.org/wp-content/files/2014/11/2014-Music-Standards-Composition-Theory-Strand.pdf>

RELATED PA ACADEMIC STANDARDS FOR ARTS AND HUMANITIES

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
 - A. Elements and principles in each Art Form
 - B. Demonstration of Dance, Music, Theatre and Visual Arts
 - C. Vocabulary Within each Art Form
 - D. Styles in Production, Performance and Exhibition
 - E. Themes in Art Forms
 - F. Historical and Cultural Production, Performance and Exhibition
 - G. Function and Analysis of Rehearsals and Practice Sessions
 - H. Safety Issues in the Arts
 - I. Community Performances and Exhibitions
 - J. Technologies in the Arts
 - K. Technologies in the Humanities
- 9.2 Historical and Cultural Contexts
 - A. Context of Works in the Arts
 - B. Chronology of Works in the Arts
 - C. Styles and Genre in the Arts
 - D. Historical and Cultural Perspectives

- E. Historical and Cultural Impact on Works in the Arts
 - F. Vocabulary for Historical and Cultural Context
 - G. Geographic regions in the arts
 - H. Pennsylvania artists
 - I. Philosophical context of works in the arts
 - J. Historical differences of works in the arts
 - K. Traditions within works in the arts
 - L. Common themes in works in the arts
- 9.3 Critical Response
- A. Critical Processes
 - B. Criteria
 - C. Classifications
 - D. Vocabulary for Criticism
 - E. Types of Analysis
 - F. Comparisons
 - G. Critics in the Arts
- 9.4 Aesthetic Response
- A. Philosophical Studies
 - B. Aesthetic Interpretation
 - C. Environmental Influences
 - D. Artistic Choices

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Performance of variety of rhythmic patterns on rhythm instruments. (Course Standard 8)
2. Written tests and essays on history of music. (Course Standard 2, 3)
3. Oral listening tests comparing music from different time periods. (Course Standard 2, 3)
4. Theory workbooks to enhance notation skills and ear training. (Course Standard 1, 9)
5. Perform in small ensembles on various instruments. (Course Standard 5, 9)
6. Perform original compositions in class. (Course Standard 4, 6, 9)
7. Perform simple piano skills - scales, chords, and blues patterns, 2 hand piano pieces. (Course Standard 7)
8. Improvising accompaniments on guitar or piano. (Course Standard 5, 7)

DESCRIPTION OF COURSE:

This Music Theory course provides specialized instruction for all level students desiring practical knowledge in the use of music notation necessary for reading and writing music. Course content will include experiences in sight-singing, melody writing, harmonic structure, rhythmic and melodic dictation, study of various musical styles and forms, conducting, transposition, piano work, appreciation and history.

A self-paced approach to learning theory skills makes this course especially appealing to advanced music students and pop/rock musicians interested in composition skills.

TITLES OF UNITS:

1. Note Naming and Basic Theory

2. Rhythmic Training
3. Styles of Music through History
4. Basic Piano Skills
5. Sight Singing
6. Dictation
7. Arranging
8. Composition
9. Transposition

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Hands on theory work - using the piano to learn scales, chords and key training (circle of 5ths)
2. Playing and writing of scales and rhythms.
3. Teaching simple songs to memorize intervals
4. Listening to samples of music to represent periods in music history - Medieval through 20th Century
5. Composition assignments with specific instructions.

MATERIALS:

1. Notebook
2. Theory books/Appreciation Books
3. Piano and keyboards
4. Percussion instruments
5. CDs/Videos
6. Sight-singing materials

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Computer (biographies of composers) and theory
2. Advanced theory books
3. Peer teaching
4. Attendance at concerts, either professional or amateur.

PORTFOLIO DEVELOPMENT:

1. Completion of theory books
2. Completion of compositions, arrangements
3. Critiques of classmates compositions and performances

METHODS OF EVALUATION:

1. Oral tests on rhythm, dictation, listening
2. Theory workbook evaluations.
3. Written essays on specific questions regarding Music History
4. Piano Skills Evaluations weekly

INTEGRATED ACTIVITIES:

1. Concepts
-music reading

- theory levels
- vocal or instrumental technique
- 2. Communication
 - interpretation of various musical styles
 - peer teaching
- 3. Thinking/Problem Solving
 - identify and demonstrate form and style in music
 - apply theory knowledge to compositions
- 4. Application of Knowledge
 - sight-singing
 - playing of instruments
 - composition
- 5. Interpersonal Skills
 - ensemble practice
 - peer teaching