

BCCS
High School Music Theory
 (Revised 5-6-09)

Month	Content		Skills	Essential Questions	Standards/Benchmarks	Instruction	Resources	Assessment
	<i>What topic(s) is being covered and what is the important vocabulary? What do students need to know?</i>		<i>What do students have to be able to do connected to the Content?</i>	<i>What are fundamental, enduring questions that will guide study and instruction?</i>	<i>What benchmarks are met through this topic?</i>	<i>What activities are used to develop the skills and knowledge?</i>	<i>What materials, texts, videos, internet, software, or human resources support instruction?</i>	<i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>
September	Topic: Calligraphy of music Transposition	Vocabulary: Treble Clef Bass Clef Time Signatures Key Signatures Stem Directions Ledger Lines Transposition	Draw musical signs and symbols in a legible and quickly readable way. Transpose music into any key. Transpose music to be playable by any standard instrument.	How can I use these skills in my own musical endeavors?	II-6HS II-7HS	Drawing signs and symbols Practice transposing melodic lines for various instruments	Staff Paper, Lined "white" board	Notebook of class projects

BCCS
High School Music Theory
 (Revised 5-6-09)

Month	Content		Skills	Essential Questions	Standards/Benchmarks	Instruction	Resources	Assessment
	<i>What topic(s) is being covered and what is the important vocabulary? What do students need to know?</i>		<i>What do students have to be able to do connected to the Content?</i>	<i>What are fundamental, enduring questions that will guide study and instruction?</i>	<i>What benchmarks are met through this topic?</i>	<i>What activities are used to develop the skills and knowledge?</i>	<i>What materials, texts, videos, internet, software, or human resources support instruction?</i>	<i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>
October	Topic: Advanced Transposition	Vocabulary: Concert Pitch C Instruments Bb Instruments Eb Instruments F Instruments Bass Clef Instruments	Create literature that can be read by any combination of standard musical instruments.	How will transposition and instrument ranges interact?	II-6HS II-7HS III-3HS III-6HS	Arrange 4 part harmony samples for a symphonic band.	Staff Paper, Hymn Book	Arrange 3 samples for symphonic band instruments. Present work (in notebook) at the conclusion of project. Projects will be read by the high school band class. Errors will be corrected.

BCCS
High School Music Theory
 (Revised 5-6-09)

Month	Content		Skills	Essential Questions	Standards/Benchmarks	Instruction	Resources	Assessment
	<i>What topic(s) is being covered and what is the important vocabulary? What do students need to know?</i>		<i>What do students have to be able to do connected to the Content?</i>	<i>What are fundamental, enduring questions that will guide study and instruction?</i>	<i>What benchmarks are met through this topic?</i>	<i>What activities are used to develop the skills and knowledge?</i>	<i>What materials, texts, videos, internet, software, or human resources support instruction?</i>	<i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>
December	Topic: harmonization	Vocabulary: Triads Root Position Doubling Tonic	Compose a tonic triad in any major or minor key Connection of Tonic (I) and Dominant (V) Triads	How could I use this to harmonize a melody?	II-6HS II-7HS III-3HS III-6HS I-5HS II-3HS II-5HS	Triads are build on single note lines in various key signatures	Book: Techniques and Materials of Tonal Music Staff Paper Lined board	Numbered class projects in notebooks.

BCCS
High School Music Theory
 (Revised 5-6-09)

Month	Content		Skills	Essential Questions	Standards/Benchmarks	Instruction	Resources	Assessment
	<i>What topic(s) is being covered and what is the important vocabulary? What do students need to know?</i>		<i>What do students have to be able to do connected to the Content?</i>	<i>What are fundamental, enduring questions that will guide study and instruction?</i>	<i>What benchmarks are met through this topic?</i>	<i>What activities are used to develop the skills and knowledge?</i>	<i>What materials, texts, videos, internet, software, or human resources support instruction?</i>	<i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>
January	Topic: Harmonization utilizing I, IV, V, and V7 chords Chord Inversions	Vocabulary: Dominant 7th Chord Connection of Tonic and sub-dominant (IV) triads in root position 6 Chords (1 st inversion) 6/4 Chords (2 nd)	Resolving Dominant Seventh Chords using correct voice leading and voice spacing in both major and minor keys. Inversion of triads	How will this offer more advanced alternatives to harmonization of melodies? How does inverting a triad change the voice leading and overall impact of the chord?	II-6HS II-7HS III-3HS III-6HS I-5HS II-3HS II-5HS III-1HS III-3HS II-4HS	Short melodic lines are harmonized utilizing the tonic, dominant, and dominant seventh chords Short melodic lines utilizing inversion of triads	Book: Techniques and Materials of Tonal Music	Numbered class projects checked in student notebooks

BCCS
High School Music Theory
 (Revised 5-6-09)

Month	Content		Skills	Essential Questions	Standards/Benchmarks	Instruction	Resources	Assessment
	<i>What topic(s) is being covered and what is the important vocabulary? What do students need to know?</i>		<i>What do students have to be able to do connected to the Content?</i>	<i>What are fundamental, enduring questions that will guide study and instruction?</i>	<i>What benchmarks are met through this topic?</i>	<i>What activities are used to develop the skills and knowledge?</i>	<i>What materials, texts, videos, internet, software, or human resources support instruction?</i>	<i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>
February	Topic: Music History	Vocabulary: Ancient Middle Ages Renaissance Baroque Classical Gregorian	Understand the relationship of music and humans throughout various historical periods. Following a musical score	How does this relate to the harmonization projects of the first semester?	II-6HS IV-1HS II-7HS III-2HS II-7HS III-3HS III-3HS III-6HS I-5HS II-3HS II-5HS	Class discussion/lecture concerning the relationship of music and humans throughout various historical periods. Following the score while listening to samples of musical literature from the major musical style periods	Norton Anthology of Western Music (Scores) Norton Anthology of Western Music (CD's)	Students will compile a set of scores representing major musical style periods

BCCS
High School Music Theory
 (Revised 5-6-09)

Month	Content		Skills	Essential Questions	Standards/Benchmarks	Instruction	Resources	Assessment
	<i>What topic(s) is being covered and what is the important vocabulary? What do students need to know?</i>		<i>What do students have to be able to do connected to the Content?</i>	<i>What are fundamental, enduring questions that will guide study and instruction?</i>	<i>What benchmarks are met through this topic?</i>	<i>What activities are used to develop the skills and knowledge?</i>	<i>What materials, texts, videos, internet, software, or human resources support instruction?</i>	<i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>
March	Topic: Acoustics	Vocabulary: Reverberation Reflections Noise Reduction Coefficient Sound Transmission Class (STC) Noise Reduction Coefficients (NRC)	Understand the relationship of the physical environment and the presentation of music and speech.	How were acoustics considered when designing and building the Benzie Central Auditorium? The Benzie Band Room?	II-6HS IV-1HS II-7HS III-2HS II-7HS III-3HS III-3HS IV-4HS III-6HS I-5HS II-3HS II-5HS III-3HS III-6HS I-5HS II-3HS II-5HS	"Field Trips" to the Auditorium and the Gym to test the effects of reverberations and reflections. Sound absorbing panels will be constructed and tested in various locations.	Physical Environment of the school building. www.acoustics.com	Students will compile a notebook of information related to acoustics.

BCCS
High School Music Theory
 (Revised 5-6-09)

Month	Content		Skills	Essential Questions	Standards/Benchmarks	Instruction	Resources	Assessment
	<i>What topic(s) is being covered and what is the important vocabulary? What do students need to know?</i>		<i>What do students have to be able to do connected to the Content?</i>	<i>What are fundamental, enduring questions that will guide study and instruction?</i>	<i>What benchmarks are met through this topic?</i>	<i>What activities are used to develop the skills and knowledge?</i>	<i>What materials, texts, videos, internet, software, or human resources support instruction?</i>	<i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>
April	Topic: Creating a large project (musical composition) readable by a large symphonic ensemble	Vocabulary: Melodic Line Counter-melodic line	Combine the harmonization skills with the exposure to the musical literature of the ages to produce two melodic lines that can be harmonized within the parameters of Major or minor key signatures utilizing both root position and 1 st and 2 nd inversions of triads.	How are transposition, harmonization, history and acoustics used by composers when producing musical literature?	II-6HS IV-1HS II-7HS III-2HS II-7HS III-3HS III-3HS IV-4HS III-6HS I-5HS II-3HS II-5HS III-3HS III-6HS I-5HS II-3HS II-5HS	Parameters are set with regard to the length of the melodic lines and key signatures to ultimately be used as well as intervallic relationships. Students will compose 8 and 16 measure melodies. Two or three will be used as the class project. The format to the project will be outlined (ABA format)	Staff Paper Techniques and Materials of Tonal Music	Each student will produce a harmonized, condensed score to a composition based on an "ABA" form.

BCCS
High School Music Theory
 (Revised 5-6-09)

Month	Content		Skills	Essential Questions	Standards/Benchmarks	Instruction	Resources	Assessment
	<i>What topic(s) is being covered and what is the important vocabulary? What do students need to know?</i>		<i>What do students have to be able to do connected to the Content?</i>	<i>What are fundamental, enduring questions that will guide study and instruction?</i>	<i>What benchmarks are met through this topic?</i>	<i>What activities are used to develop the skills and knowledge?</i>	<i>What materials, texts, videos, internet, software, or human resources support instruction?</i>	<i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>
June	Topic: Reading of the final project	Vocabulary: Individual Instrumental Parts	Students will copy parts for the individual instrument sections to read	What does it take for a composition to go from a composer's imagination to the music stands of musicians?		Review of the calligraphy of music. Review of how to set up a musical staff.	Staff Paper A Symphonic Band	The Symphonic Band will read the final project. Each student will receive a recording of the composition

BCCS
High School Music Theory
 (Revised 5-6-09)

Month	Content <i>What topic(s) is being covered and what is the important vocabulary? What do students need to know?</i>	Skills <i>What do students have to be able to do connected to the Content?</i>	Essential Questions <i>What are fundamental, enduring questions that will guide study and instruction?</i>	Standards/Benchmarks <i>What benchmarks are met through this topic?</i>	Instruction <i>What activities are used to develop the skills and knowledge?</i>	Resources <i>What materials, texts, videos, internet, software, or human resources support instruction?</i>	Assessment <i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>