

# AP Music Fundamentals I/II/III

Content Area: **Arts**  
Course(s): **Music Theory**  
Time Period: **Semester 1 & 2**  
Length: **Entire MP**  
Status: **Published**

## Standards

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LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
MU.9-12.1.3B.12prof.Cr1a	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
MU.9-12.1.3B.12prof.Cr2a	Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
MU.9-12.1.3B.12prof.Cr3a	Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
MU.9-12.1.3B.12prof.Pr4a	Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
MU.9-12.1.3B.12prof.Re7b	Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood and context, and describe how the analysis provides models for personal growth as a composer, performer and/or listener.
MU.9-12.1.3B.12prof.Re9a	Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
MU.9-12.1.3E.12prof.Cr1a	Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices

## Enduring Understandings

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1. Development foundational understanding of pitch and rhythm in major and minor keys while engaging with harmony, recognizing and relating groupings of pitches presented simultaneously.

## Essential Questions

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1. How are elements of pitch and rhythm combined to produce melody?
2. How is the duration of sounds and silences described in music?
3. How are major and minor keys related?
4. How does the manner of production affect qualities of music?
5. How are chord qualities described and how do pitches in a chord function?

## **Knowledge and Skills**

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- Pitch and Notation
- Rhythmic Values
- Half/Whole Steps
- Major/Minor Scale Degrees
- Major/Minor Keys
- Relative key relationships
- Chromatic/Whole-tone, Pentatonic construction
- Intervals and Inversions
- Triad and Chord Quality
- Diatonic Chords and Roman Numerals
- Chord Inversions and Figured Bass
- 7th Chords and Inversions
- Transposing Instruments
- Simple and Compound divisions
- Meter and Time Signatures
- Melodic Features and transposition
- Rhythmic Patterns
- Tempo/Timbre/Texture
- Dynamics and Articulations

## **Resources**

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- Barron's Music Theory Textbook
- Piano for sight singing, specific listening exercises
- Sight Singing Textbook
- Technology associated with current lesson
- Staff paper
- Pencil
- Chromebooks
- Google suite/Classroom
- Aurelia software (computer program)
- Musition software (computer program)
- AP Classroom (online)

## **Transfer Goals**

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1. Develop understanding of aural and witten contexts as they apply to melodic dictaion and sight-singing

free-response questions.

## **Assessment**

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[Assessments](#)

## **Modifications**

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[Modifications](#)