AP Music Fundamentals I/II/III

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

Standards

1.3E.12prof.Cr1a	Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.
1.3B.12prof.Cr1a	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
1.3B.12prof.Cr2a	Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
4.1	Develop, implement and model effective problem-solving, and critical thinking skills
4.2	Identify the consequences associated with one's actions in order to make constructive choices
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.
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.
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).
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.
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.

Enduring Understandings

1. Students will understand how fundamental musical elements like pitch and rhythm combine to form melody, and how the duration of sounds and silences is precisely organized and described.
2. Students will understand the relationships between major and minor keys, and how harmonic structures—including various chord qualities and the function of individual pitches within chords—are created and recognized.
3. Students will understand how the manner of musical production and the nuanced application of musical elements shape the overall qualities, expressive impact, and meaning of a performance.

Essential Questions

1. How are the elements of pitch and rhythm intricately combined to produce a melody, and how is the

duration of sounds and silences specifically described within musical notation?

2. How are major and minor keys related, and how does the manner of production (e.g., instrument, vocal technique, production choices) affect the overall qualities and expressive impact of music?

3. How are chord qualities described (e.g., major, minor, diminished, augmented), and what are the specific functions of pitches within a chord in creating harmony and musical progression?

Knowledge and Skills

- 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

- 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

1. Students will independently be able to demonstrate a comprehensive understanding of aural and written musical contexts.

2. Students will independently be able to apply their understanding of musical contexts to successfully execute melodic dictation and sight-singing free-response questions.

Assessment

Assessments

Modifications

Modifications