Harmony and Voice Leading

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

Standards

1.3B.12prof.Cr1a	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
1.3E.12prof.Cr2a	Select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools and resources.
1.3B.12prof.Cr2b	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
4.1	Develop, implement and model effective problem-solving, and critical thinking skills
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.
4.2	Identify the consequences associated with one's actions in order to make constructive choices
1.3B.12prof.Cr3b	Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
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.Re7a	Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
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.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Enduring Understanding

1. Students will understand the fundamental principles of voice leading, recognizing how individual melodic lines interact to create harmony and the conventions governing bass-soprano relationships and chord function.
2. Students will understand the musical function and aesthetic impact of embellishing tones within compositions, and recognize characteristic rhythmic profiles common to specific historical periods, such as 18th-century chorales.
3. Students will understand that musical conventions and structural elements can be learned and applied through systematic score analysis, practical exercise, and active listening, deepening their comprehension of a composition's design.

Essential Questions

1. How are melody and harmony related in voice leading?
2. What kinds of rhythmic profiles are featured in 18th Century chorales?
3. How and why are embellishing tones included in compositions?

Knowledge and Skills

- Soprano Bass Counterpoint
- SATB voice leading
- Harmonic Progression and Cadences
- Voice Leading with the 7th Chord
- Voice Leading with 7th Chord in Inversion
- Pre-dominant function IV (iv) and ii (ii dim)
- Pre-dominant 7th Chords
- The iii (III)
- Cadences and Pre-dominant function
- Cadential 6/4 and additional chords.

Transfer Goals

1. Students will independently be able to apply voice leading principles to the outer voices within musical compositions.

2. Students will independently be able to analyze and identify harmonic progressions using Roman numeral analysis in musical contexts.

Assessment

Assessments

Modifications

Modifications