

Harmony and Voice Leading

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.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). |
| 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.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. |
| MU.9-12.1.3B.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. |
| 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.9-12.1.3B.12prof.Cn10a | Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. |
| MU.9-12.1.3E.12prof.Cr2a | Select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools and resources. |
| 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 Understanding

1. Learn and apply conventions of soprano-bass line relationships through score analysis, exercise, and listening focusing attention to learning more chord types and functions.

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 focus on applying voice leading to the outer voices and using harmonic progressions with Roman numeral analysis.

Assessment

[Assessments](#)

Modifications

[Modifications](#)