Harmony and Voice Leading II

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.Cr1a	Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.
1.3B.12prof.Cr2a	Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
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).
3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
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.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.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
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.Re9b	Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.
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 continue to develop a robust understanding of musical keys, scale degrees, and chord qualities.

2. Students will understand the construction and application of melodic sequences in various musical contexts.
3. Students will understand the construction and application of harmonic sequences and their function within musical progressions.

Essential Questions

1. How can nonchord tones create linear flow and add interest within a harmonic progression?

2. How are melodic and rhythmic procedures strategically used to affect the structures and overall sound qualities of music?

3. What causes musical passages to sound as though they briefly shift keys, and how can this process of tonicization be achieved?

Knowledge and Skills

- Embellishing Tones: Identifying Passing/Neighbor Tones
- Embellishing Tones: Writing Passing/Neighbor Tones
- Embellishing Tones: Identifying Anticipations, Escape Tones, Appoggiaturas, Pedal Tones
- Embellishing Tones: Suspension and Retardations
- Motive and Motivic Transformation
- Melodic and Harmonic Sequence
- Tonization through Secondary Dominants
- Part writing of the Secondary Dominant
- Tonization through Secondary Leading Chords
- Part Writing of Secondary Leading Chords

Resources

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

Transfer Goals

1. Students will independently be able to recognize and analyze various musical patterns within compositions.

2. Students will independently be able to demonstrate proficiency in part writing, specifically incorporating secondary function chords.

Assessment

Assessments

Modifications

Modifications