

Harmony and Voice Leading II

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

Standards

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| MU.9-12.1.3E.12prof.Cr1a | Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools. |
| 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.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. |
| 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.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.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. |
| 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.Re9b | Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process. |
| 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. |
| SEL.PK-12.3.3 | Demonstrate an understanding of the need for mutual respect when viewpoints differ |
| 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

Continue to develop understanding of melodic and harmonic sequences while depending understanding of

keys, scale degrees, and chords.

Essential Questions

1. How can nonchord tones create linear flow and interest within a harmony?
2. How are melodic and rhythmic procedures used to affect the structures and sound qualities of music?
3. What causes musical passages to sound as though they briefly shift keys?
4. How can 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. Develop understanding and ability to recognize musical patterns while developing proficiency in part writing of secondary function chords.

Assessment

[Assessments](#)

Modifications

[Modifications](#)