

01 Pitch and Pitch Class

Content Area: **Music**
Course(s):
Time Period: **Full Year**
Length: **1 week**
Status: **Published**

General Overview, Course Description or Course Philosophy

Music Theory Honors 2019

This course is designed for those students wanting a first-year collegiate music theory education. Students will develop a solid musical knowledge and fluency, develop a strong musical ear, and become analytical consumers and creators of music. Music Theory will integrate the study of melody, harmony, texture, rhythm, and form. Time will be devoted to the analysis of notated examples, the development and acquisition of aural skills, sight-singing, keyboard harmony, and part-writing and harmonization. Students will be able to have a better understanding as to the “why” of music as well as the “what”. Music Theory students will develop a unique combination of intellect, discipline and creativity which are all integral parts of the development of musicianship. Music Theory is a course designed as the first level of a two-year Music Theory program that will culminate with the completion of the AP Music Theory Exam.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

There are a specific set of symbols used to represent pitch, one of music’s basic elements.

CONTENT AREA STANDARDS

VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.1.3.12.B.CS2	The ability to read and interpret music impacts musical fluency.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LA.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.A.CS1	Understand and use technology systems.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- Each keys on a piano has a name; enharmonic note names denote pitches with equivalent frequencies.
- Sharps and flats are used to increase or decrease pitches by half steps.
- The register classification denotes specific octaves of notation.

Procedural Knowledge

Students will be able to:

- Identify the musical alphabet and how the notes names are interpreted.
- Aurally identify and create whole and half step intervals.
- Read and write music notation from Treble, Bass, and C-Clef and also interpret the use of ledger lines.
- Identify and demonstrate the Italian symbols for dynamics within a piece of music.

EVIDENCE OF LEARNING

Alternate Assessments

- Individual Performances
- Group Performances
- Teacher/Student Conferences

Formative Assessments

- Aural Skills Assignments/Quizzes
- Listening Assignments
- Vocabulary Quizzes
- Class Discussion and Analysis
- Verbal Evaluation
- Composition/ Homework Assignment Evaluation and/or Performance
- Composition Performances

Summative Assessments

- Chapter Test/Quiz
- Aural Skills Tests

RESOURCES (Instructional, Supplemental, Intervention Materials)

Primary Texts

Clendinning, Jane Piper, and Elizabeth West Marvin. *The Musician's Guide to Theory and Analysis*. New York: W. W. Norton, 2004.

Clendinning, Jane Piper and Elizabeth West Marvin. *Anthology to Accompany The Musician's Guide to Theory and Analysis*. New York: W. W. Norton, 2005.

Phillips, Joel, Jane Piper Clendinning, and Elizabeth West Marvin. *The Musician's Guide to Aural Skills*. Vol. 1. New York: W. W. Norton, 2005.

Technology Aids

- Interactive Aural Skills and Music Theory exercises at www.teoria.com
- Interactive Music Theory exercises at www.musictheory.net
- AP Music Theory Question Review at www.albert.io

INTERDISCIPLINARY CONNECTIONS

Social Studies

Historical Research

Math

Data Collection/Analysis

Technology

Audio Media Analysis

Science

Compare and contrast information gained from auditory or multimedia resources with that gained from reading a text on the same topic.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.