

School District of Springfield Township

Springfield Township High School Course Overview

Course Name: Music Theory I

Grade level(s): 9-12

Course Description

Music Theory I is the first part of a complete course on musical theory. Students delve deeply into the mechanics of music to understand how and why music works. Students study pitch topics including scales, intervals, chords, harmonies, and figured bass as well as rhythm topics like tempo, meter, and syncopation. Students learn to use Finale music notation software as well as Musition and Aurelia theory training packages. (Grades 9-12)

Course Prerequisites

The student must be a member of a Springfield Band or Choir.

Unit Titles

Unit One: Melodic Pitch

Unit Two: Harmonic Pitch

Unit Three: Rhythm, Meter, and Form

Essential Questions

- How are scales constructed and used for composing music?
- What creates magnetism between two pitches?
- How can scales be altered to create a mood change in a melody?
- Why are some intervals dissonant and others consonant?
- How are chords used to accompany melodies?
- What are the most commonly used chord progressions?

Big Ideas/Enduring Understandings

- Music theory is an explanation of unknown origins and is a constantly developing study.
- Melody is based on a set of pitches called a scale that determines the tonality of the piece.
- Dissonance creates tension in the listener and ultimately resolves to consonance.
- Written theory and Aural theory are different but equally important skills.
- Music inspires movement in the listener due to patterns of accented beats.
- Writing music is a skill similar to writing poetry or creating a work of visual art.
- Technology simplifies the compositional process, but it also can stifle it.

Key Competencies/Skills/Procedures

Unit One: Melodic Pitch

- Constructing, defining, identifying, and distinguishing among scale and mode types and their respective key signatures

Unit Two: Harmonic Pitch

- Associating scales to intervals; constructing, defining, identifying, and distinguishing among intervals, triads, and sevenths
- Describe attributes and natural responses of cadences and chord progressions
- Synthesize relationship between melodic pitch and harmonic pitch

Unit Three: Rhythm, Meter, and Form

- Define, identify, and distinguish among duple, triple, compound, and complex meters
- Identify, construct, define, and evaluate elements of rhythmic musical notation
- Identify, recognize, and distinguish among ternary, binary, and rondo forms

Core Vocabulary

associate, construct, define, demonstrate, describe, determine, distinguish among, evaluate, identify, perform, recognize, synthesize

Core Resources

STHS Music Theory worksheets, Finale Software, pitched percussion instruments and class pianos, digital recording software and hardware, Mp3 recordings, YouTube and other video sites.

State Standards and/or Anchor Standards Guiding Course

- 9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce review and revise original works in the arts.
- 9.1.12.C Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12.J Incorporate specific uses of traditional and contemporary technologies for production, performing and exhibiting works in the arts or the works of others
- 9.1.12 K Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.
- 9.2.12 I Identify, explain, and analyze philosophical beliefs as they relate to works in the arts.
- 9.3.12.A Know and use the critical process of the examination of works in the arts and humanities.

Prepared: MF
Approved--chr

