

Music Theory I

Little Chute
Music Department
Grade 9-12, 0.5 Credit

Course Overview/Description

Participation in music is made more meaningful when knowledge of theoretical musical concepts is evident. Therefore, this course is designed to teach music literacy and to increase students knowledge of music beyond performance. Students will develop the ability to recognize, understand, describe, and notate the base concepts and processes of music that are heard or presented in a music score. In order to allow student to achieve a well rounded understanding of music structure, this course will address the basic elements of music (melody, harmony, rhythm, form, etc.), as well as compositional, analytical and aural skills. Score concepts will be primarily based in western music. However, attempts will be made to cross/relate certain musical ideas in order to increase appreciation of all musical traditions. Students will also have the opportunity to investigate careers in music, philosophies in music, and music's connection to culture and other fine arts. This course will be especially useful for students who plan to purpose music in a post secondary environment. No prerequisite required for this course.

Scope and Sequence

Timeframe	Unit	Instructional Topics
2 weeks	Unit 1- Introduction to the Staff	Components of the staff
2 weeks	Unit 2- Key Signatures and Scales	Order of sharps and flats, understanding tetrachords
3 weeks	Unit 3- Intervals and solfege	Spacing of notes on staff and movable "do"
3 weeks	Unit 4- New time Signatures and rhythms	3/8 , 6/8, cut time, dotted rhythms, 16th notes, triplets
3 weeks	Unit 5- Triads and Scale degrees	Apply interval knowledge to build triads. Key signature relation to the scale.
3 weeks	Unit 6- Major Chord Progressions	Basic form to composition
2 weeks	Final review and Exam	

Course Details

UNIT 1: <Introduction to the Staff> -- 2 weeks

Description- Learn how to read notes, clef signs, time signatures, articulations, tempo markings, dynamics, repeated and accidentals on the staff

INSTRUCTIONAL TOPIC: <Components of the staff> --2 weeks

Description: We will begin with the number of lines and spaces found on a staff. Then we will progress to understanding how notes are placed on each line and space on the staff. Next is the clef signs on the staff and the time signature. The discussion will continue to measures and how the time signature determines the amount of beats per measure. Students will learn about different note and rest values as well as articulations and their meaning. Dynamic and tempo markings and how to read different repeat signs (D.C., D.S., Coda and Fine).

Learning Targets

1. Understand where notes are placed on the staff
2. Understand how to read notes in Treble Clef and Bass Clef
3. Understand how the Grand Staff is created and how Ledger Lines work with note placement between staves.
4. Understand what a Time signature is how it affects the notes on the staff.
5. Understand and distinguish between different Note and rest Values
6. Understand and distinguish between different Articulations (ties, slurs, staccatos, tenuto, etc.)
7. Understand and distinguish between different Dynamic markings
8. Understand and distinguish between different Tempo markings
9. Understand the many Repeat signs (D.C., D.S., Coda and Fine).

UNIT 2: <Key Signatures and Scales> -- 2 weeks

Description: Students will learn the order of sharps and flats and how they create key signatures. They will learn how to read and formulate key signatures to change pitches in a scale written on the staff. Students will learn what a tetrachord is and how two tetrachords create a major scale.

INSTRUCTIONAL TOPIC: <Order of Sharps and Flats> --<3 Days>

Description: Students will learn the order of sharps and flats in order to create key signatures. They will also learn how key signatures change

Learning Targets

1. Understand the order of sharps and flats
2. Understand what a key signature is

INSTRUCTIONAL TOPIC: <Forming scales out of Tetrachords> --<3 Days>

Description: Students will learn what a tetrachord is and how it is created. Students will then learn how to combine two tetrachords to create a scale. They will then learn the relation of the key signatures to the scales.

Learning Targets

3. Understand the components of creating a tetrachord
4. Understand how to connect two tetrachords
5. Understand what a scale is
6. Understand the relation of the key signature to the scale

UNIT 3: <Intervals and Solfege> -- 3 weeks

Description: Students will learn about the varying distances between notes, how they can be playing melodically and harmonically. They will learn how to read and hear them. Students will also learn about solfege to help hear the different intervals.

INSTRUCTIONAL TOPIC: <Spacing of Notes> --<4 Days>

Description: Students will learn about perfect and major intervals.

Learning Targets

1. Understand and identify (visually and aurally) perfect and major intervals.
2. Understand how to write perfect, major, minor, augmented and diminished intervals
3. Learn how to relate the intervals to a scale

INSTRUCTIONAL TOPIC: <Solfege> --<2 Days>

Description: Students will learn about moveable do and all solfege scale degrees.

Learning Targets

1. Know the names of each solfege pitch
2. Know the corresponding hand signals of each solfege pitch
3. Apply solfege to a basic melody and scale
4. Sing solfege of a basic melody

UNIT 4: <New Time Signatures and Rhythms> -- 3 weeks

Description: Learn more advanced time signatures (3/8, 6/8 and cut time). As well as more advanced rhythms using 16th notes, triplets and dotted 8th notes.

INSTRUCTIONAL TOPIC: <Time Signatures> --<4 Days>

Description: Learn how each time signature changes how we count the rhythms on the staff.

Learning Targets

1. Understand and count in 3/8
2. Understand and count 6/8
3. Understand and count cut time

INSTRUCTIONAL TOPIC: <Rhythms> --<5 Days>

Description: Learn how to count 16th notes, dotted 8th notes and triplets.

Learning Targets

4. Understand and count 16th notes
5. Understand and count dotted 8th notes
6. Understand and count triplets

UNIT 5: <Triads and Scale Degrees> -- 3 weeks

Description: Will learn how to apply interval knowledge to build triads in relation to key signatures. Students will also learn about scale degrees and their significance to the key signature and chordal structure.

INSTRUCTIONAL TOPIC: <Triads> --<4 of Days>

Description: Students will learn how to identify visually and aurally and create major, minor, diminished and augmented triads in different key signatures. They will also learn how to write a triad in 1st and 2nd inversion.

Learning Targets

1. Understand what makes up a triad
2. Understand how to write a triad
3. Aurally identify a triad
4. Understand how to write triads in 1st and 2nd inversion

INSTRUCTIONAL TOPIC: <Scale Degrees> --<3 of Days>

Description: Students will learn and understand the different degrees of a scale.

Learning Targets

1. Understand which scale degrees are major and minor
2. Know the official names and roman numerals for each scale degree

UNIT: 6 <Major Chord Progressions> - 3 weeks

Description: Students will learn how to identify visually and aurally the major chords in a key signature (I, IV and V7) and apply them to a short piece of music (I, IV, V7 I progression)

INSTRUCTIONAL TOPIC: <Chord Progressions> --<5 Days>

Description: Students will identify chords in a key signature. They will apply the scale degrees to the chords and learn the basic chord progression and cadences to create a song.

Learning Target

1. Write I, IV, and V7 chords in a major key signatures
2. Aurally identify I, IV and V7 chords in major key signatures
3. Learn the I, IV, V I chord progression.

4. Learn about the authentic, plagal, imperfect and deceptive cadences