

**COURSE TITLE**

AP Music Theory

**LENGTH**

Full Year  
Grade 12

**DEPARTMENT**

Fine, Practical & Performing Arts  
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**SCHOOL**

Rutherford High School

**DATE**

Initial Approval: June 15, 2015  
Latest Revision: September 10, 2018

## AP Music Theory

### I. Introduction/Overview/Philosophy

The Advanced Placement Music Theory course is designed for the committed music student planning to study music after graduation. It introduces a student to musicianship, theory, musical materials, and procedures. It integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and some history and style. Musicianship skills such as dictation, sight-singing, and keyboard harmony are included. The student's ability to read and write musical notation is fundamental to the course. It is also assumed that the student has acquired at least basic performance skills in voice or on an instrument. The course's ultimate goal is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Additionally, the development of aural skills is a primary course objective.

A major component of a college music curriculum is a course introducing the first-year student to musicianship, theory, musical materials, and procedures. AP Music Theory is such a course. Melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and history and style will be covered. Dictation, sight-singing, and keyboard harmony are also an important part of AP Music Theory. The student's ability to read and write musical notation is fundamental. Students are also expected to acquire at least basic performance skills in voice or on an instrument.

All students are encouraged to work both inside and outside the classroom. Homework assignments are very important. Students are expected to attend concerts as extensions of the classroom. They should gain exposure to and familiarity with a wide variety of musical literature.

All students are required to take the AP Music Theory exam and receive its benefits.

This course meets all New Jersey Student Learning Standards and mandates. It also meets the AP program's requirements.

## II. Objectives

### Course Outline:

- A. The course will seek first to instill mastery of the rudiments and terminology of music, including:
  - a. Notation
  - b. Intervals
  - c. Scales and keys
  - d. Chords
  - e. Metric organization
  - f. Rhythmic patterns
  - g. Basic sight-singing and sight-reading
- B. Building on this foundation, the course will progress to include more sophisticated and creative tasks, such as:
  - a. Composition of a bass line for a given melody, implying appropriate harmony
  - b. Realization of a figured bass
  - c. Realization of a Roman numeral progression
  - d. Analysis of repertoire, including study of motivic treatment, examination of rhythmic and melodic interaction between individual voices of a composition, and harmonic analysis of functional tonal passages
  - e. A brief introduction to twentieth-century scales, harmony, and compositional procedures
- C. This course will emphasize procedures based in common-practice tonality such as:
  - a. Functional triadic harmony in traditional four-voice texture (with vocabulary including non-harmonic tones and secondary dominants)
  - b. Tonal relationships
  - c. Modulation to closely related keys
  - d. Standard rhythms and meters
  - e. Phrase structure
  - f. Small forms (e.g., rounded binary, simple ternary, theme and variation, strophic)
  - g. Chromatic harmony
  - h. Techniques of modulation
  - i. Distant key relationships
  - j. Larger musical forms
- D. In AP Music Theory, the student will be required to read, notate, compose, perform, and listen to music. The development of aural skills is a primary objective of AP Music Theory. Throughout the course, students will listen to musical works attentively and analytically, developing their “musical memory” and their ability to articulate responses to the formal, stylistic, and aesthetic qualities of the works. Attendance at live musical performances is encouraged. Student performance, via singing, keyboard, and/or the student’s primary instrument, will also be a part of the learning process. Although sight-singing is the only performance skill directly tested by the examination, training in multiple areas will help develop the necessary aural skills for that test. Regular homework assignments are part of the course. Meaningful exercises will also be derived from the student’s own solo and ensemble repertoire.
- E. The AP Examination in Music Theory tests the candidates’ understanding of musical structure and compositional procedures through recorded and notated examples. Strong emphasis is given to listening skills, particularly those involving recognition and comprehension of melodic and rhythmic patterns, harmonic functions, small forms, and compositional techniques. Most of the musical examples are taken from standard repertoire, although examples of contemporary, jazz, popular, or

music beyond the western tradition are sometimes included for testing basic concepts. The examination assumes fluency in reading musical notation and a strong grounding in music fundamentals, terminology, and analysis. The AP examination may include any or all of the following:

- a. Musical Terminology
  1. Interval, chords, scales, and modes
  2. Rhythm and meter,
  3. Melodic construction and variation
  4. Harmonic function
  5. Cadences and phrase structure
  6. Texture
  7. Small forms
  8. Musical performance
- b. Notational Skills
  1. Rhythmic and metric notation
  2. Clefs and pitch notation
  3. Key signature, scales, and modes
  4. Intervals and chords
  5. Transposition of melodic lines
- c. Basic Compositional Skills
  1. Four-voice realization of figure-bass symbols and Roman numerals
  2. Composition of a bass line (with chord symbols) for a given melody
- d. Score Analysis (with or without aural stimulus)
  1. Small-scale and large-scale harmonic procedures, including:
    - a. Identification of cadence types
    - b. Roman-numeral and figured-bass analysis, including nonharmonic tones, seventh chords, and secondary-dominant chords
    - c. Identification of key centers and key relationships; recognition of modulation to closely related keys
  2. Melodic organization and developmental procedures
    - a. Scale types; modes
    - b. Melodic patterning
    - c. Motivic development and relationships (e.g., inversion, retrograde, sequence, imitation)
  3. Rhythmic/metric organization
    - a. Meter type (e.g., double, triple, and quadruple) and beat type (e.g., simple, compound)
    - b. Rhythmic devices and procedures (e.g., augmentation, diminution, hemiola)
  4. Texture
    - a. Types (e.g., textural inversion, imitation)
    - b. Devices (e.g., textural inversion, imitation)
  5. Formal devices and/or procedures
    - a. Phrase structure
    - b. Phrases in combination (e.g., period, double period, phrase group)
    - c. Small forms
  6. Aural Skills
    - a. Sight-singing

- b. Melodic dictation
- c. Harmonic dictation
- d. Identification of isolated pitch and rhythmic patterns
- e. Detection of errors in pitch and rhythm in one-and two-voice examples
- f. Identification of processes and materials within the context of music literature representing a broad spectrum of genres, media, and styles
- g. Melodic organization (e.g., scale-degree function of specified tones, scale types, mode, melodic patterning, sequences, motivic development)
- h. Harmonic organization (e.g., chord function, inversion, and quality)
- i. Tonal organization (e.g., cadence types, key relationships)
- j. Meter and rhythmic patterns
- k. Instrumentation (i.e., identification of timbre)
- l. Texture (e.g., number and position of voices, amount of independence, presence of imitation, density)
- m. Formal procedures (e.g., phrase structure; distinctions among literal repetition, varied repetition, and contrast; small forms)

**Student Outcomes:**

The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of:

aural skills	through	listening exercises
sight-singing skills	through	performance exercises
written skills	through	written exercises
compositional skills	through	creative exercises
analytical skills	through	analytical exercises

After successfully completing this course, the student will be able to:

- listen to music works attentively and analytically, develop musical memory and be able to articulate responses to formal, stylistic and aesthetic qualities (Aural)
- use singing, keyboard or student's primary instrument (Performance)
- be fluent in reading with strong grounding in music fundamentals, terminology, and analysis (Notation)
- Complete four-voice realization and composition of a bass line for a given melody (Composition)
- Analyze melodic organization, rhythmic organization, small and large-scale harmonic procedures, texture, and formal devices and procedures (Score Analysis)

**STANDARD 1.1: THE CREATIVE PROCESS: ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES THAT GOVERN THE CREATION OF WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.**

**Strand B. Music**

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.

1.1.12.B.2 - Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

**STANDARD 1.2: HISTORY OF THE ARTS AND CULTURE: ALL STUDENTS WILL UNDERSTAND THE ROLE, DEVELOPMENT, AND INFLUENCE OF THE ARTS THROUGHOUT HISTORY AND ACROSS CULTURES.**

**Strand A. History of the Arts and Culture**

1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2 - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

**STANDARD 1.3: PERFORMANCE: ALL STUDENTS WILL SYNTHESIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO CREATING, PERFORMING, AND/OR PRESENTING WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.**

**Strand B. Music**

1.3.12.B.1 - Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.

1.3.12.B.2 - Analyze how the elements of music are manipulated in original or prepared musical scores.

1.3.12.B.3 - Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.

1.3.12.B.4 - Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

**STANDARD 1.4: AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: ALL STUDENTS WILL DEMONSTRATE AND APPLY AN UNDERSTANDING OF ARTS PHILOSOPHIES, JUDGEMENT, AND ANALYSIS TO WORK OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.**

### **Strand A. Aesthetic Responses**

1.4.12.A.1 - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 - Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 - Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

### **Strand B. Critique Methodologies**

1.4.12.B.1 - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.2 - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

1.4.12.B.3 - Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

***CRP1 Act as a responsible and contributing citizen and employee***

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

***CRP2 Apply appropriate academic and technical skills***

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

***CRP3 Attend to personal health and financial well-being***

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

***CRP4 Communicate clearly and effectively and with reason.***

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

***CRP5 Consider the environmental, social and economic impacts of decisions.***

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

***CRP6 Demonstrate creativity and innovation***

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

***CRP7 Employ valid and reliable research strategies***

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

***CRP8 Utilize critical thinking to make sense of problems and persevere in solving them***

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRP9 Model integrity, ethical leadership and effective management***

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

***CRP10 Plan education and career paths aligned to personal goals***

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRP11 Use technology to enhance productivity***

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

***CRP12 Work productively in teams while using cultural global competence***

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**TECHNOLOGY STANDARDS**

**STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.**

**A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.A.4 - Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

8.1.12.A.5 - Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

**B. Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

**C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.12.C.1 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

**D. Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.2 - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.

8.1.12.D.3 - Compare and contrast policies on filtering and censorship both locally and globally.

8.1.12.D.4 - Research and understand the positive and negative impact of one's digital footprint.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

**E: Research and Information Fluency:** *Students apply digital tools to gather, evaluate, and use information.*

8.1.12.E.1 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.E.2 - Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

**F: Critical thinking, problem solving, and decision making:** *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

### **TECHNOLOGY STANDARDS**

**STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.**

**A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*

8.2.12.A.1 - Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.

8.2.12.A.2 - Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.

8.2.12.A.3 - Research and present information on an existing technological product that has been repurposed for a different function.

**B. Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.12.B.1 - Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.

8.2.12.B.2 - Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.

8.2.12.B.3 - Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.

8.2.12.B.4 - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

8.2.12.B.5 - Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

**C. Design:** *The design process is a systematic approach to solving problems.*

8.2.12.C.1 - Explain how open source technologies follow the design process.

8.2.12.C.2 - Analyze a product and how it has changed or might change over time to meet human needs and wants.

8.2.12.C.3 - Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).

8.2.12.C.4 - Explain and identify interdependent systems and their functions.

8.2.12.C.5 - Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.

8.2.12.C.6 - Research an existing product, reverse engineer and redesign it to improve form and function.

8.2.12.C.7 - Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

**D. Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.12.D.1 - Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.

8.2.12.D.2 - Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.

8.2.12.D.3 - Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.

8.2.12.D.4 - Assess the impacts of emerging technologies on developing countries.

8.2.12.D.5 - Explain how material processing impacts the quality of engineered and fabricated products.

8.2.12.D.6 - Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

**E. Computational Thinking: Programming:** *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.12.E.1 - Demonstrate an understanding of the problem-solving capacity of computers in our world.

8.2.12.E.2 - Analyze the relationships between internal and external computer components.

8.2.12.E.3 - Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).

8.2.12.E.4 - Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

**21ST CENTURY LIFE AND CAREERS**

**STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION**

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

### **III. Proficiency Levels**

This one-year, grade twelve Advanced Placement course is for serious music students in grade 12.

## **IV. Methods of Assessment**

### **Student Assessment**

- A variety of assessments will be provided including, but not limited to, the following items:
  - Tests
  - Quizzes
  - Homework
  - Classwork
  - Class Participation
  - Writing Assignments
  - Oral Presentations
  - Individual Projects, Presentations and Reports
  - Group Projects, Presentations and Reports
  - Technology Projects
  - Journals
  - Listening Skill Projects
  - Sight Singing/Playing
  - Music Composition
  - Concert Attendance and Analysis
  - Sample/Practice Standardized Tests

### **Curriculum/Teacher Assessment**

The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

## **V. Grouping**

This Advanced Placement course is for grade 12 students who are serious music students with a background in band and/or choir.

**VI. Articulation/Scope & Sequence/Time Frame**

Course length is one year.

**VII. Resources*****Texts/Supplemental Reading/References***

- Texts
  - *Tonal Harmony, 7<sup>th</sup> Edition*. McGraw Hill, 2013.
- Supplemental Readings/Materials
  - The College Board provides a complete list of materials, texts, and sample examinations as needed.
  - CDs
  - DVDs
  - Internet Resources
- Technology
  - *Smart Music*
  - *Music First*

## **VIII. Suggested Activities**

- Taking practice tests
- Attending outside school concerts
- Interviewing local professional musicians
- Preparing performance presentations to demonstrate achievements and accomplishments
- Composing music

## IX. Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of word languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

## **X. Interdisciplinary Connections**

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline demands varied access any of the following areas: art, social studies/history, science, mathematics, business, and/or technology.

This music course may reinforce concepts taught in:

- Social Studies/History
- English Language Arts
- Humanities
- Mathematics
- Psychology
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

### *Differentiation for Support (ELL, Special Education, Students at Risk)*

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

*Differentiation for Enrichment*

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

## **XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

**Curriculum Map/Pacing Guide**

<b>c</b>	<b>Time Allocated</b>	<b>Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, &amp; Gifted &amp; Talented Students</b>	<b>Standards</b>	<b>Assessments</b>
<p><b>Basics of Notation</b>                      Students will be able to identify and create written and aural notation of music through the modern western music.</p> <p>Resources in Unit- Music Text, Workbook, websites, digital keyboards, tablets and cloud instructional and software.</p> <p>Objective of Unit-Notate and rhythm in music with written notation. Students will be able to identify, read melodies on various clefs, Perform in treble and bass clef and execute</p>	<p>Number of weeks 10</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Modification of content and student products varied levels of complexity in rhythm and meter</li> <li>● Testing accommodations in the form of extended time and delivery of aural prompts.</li> <li>● Use of assisted technology on notation and aural skills training</li> <li>● Pairing students with beginning English language</li> </ul>	<p><i>NJSLS – Arts: Music</i>                      1.1.12.B.1, 1.1.12.B.2, 1.2.12.A.1, 1.3.12.B.1-4, 1.4.12.A.1-4, 1.4.12.B.1, 1.4.12.B.3</p> <p><i>21<sup>st</sup> Century Standards CRP:</i>                      CRP1, CRP2, CRP4, CRP6, CRP9, CRP12,</p> <p><i>Technology Standards</i>                      8.1.12.C.1, 8.1.12.D.1</p> <p><i>Technology Standards</i>                      8.2.12.B.3</p> <p><i>21<sup>st</sup> Century Standards</i>                      9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.3</p>	<p><i>Formative Assessments</i></p> <p>What it is and describe                      Multiple choice quiz on notation and Creation Writing Aurally                      HW assignments and Create Notation Writing and Aurally</p> <p><i>Mid unit test- ID and Create Notation Writing and Aurally</i></p> <p><i>Summative Assessments</i></p> <p>Final Unit Test or demonstrating mastery of basic notation Writing and Aurally</p>

is aurally and by

skills with students who have more advanced English language skills when using terms and notation symbols

- Authentic assessments composition based

*For Enhancement:*

- Use of assisted technology on notation and aural skills training
- Authentic assessments with artistic enhancements in multiple styles
- performance based keyboard/instrumental arrangement assessments
  - Interest-based content, exploring notation history and evolution contrasted with

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		modern practice	
<b>c</b>	<b>Time Allocated</b>	<b>Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, &amp; Gifted &amp; Talented Students</b>	<b>Standards</b>
<p><b>e</b></p> <p><b>Choral Writing dictation</b></p> <p>will be able to utilize, evaluate Four Part accordance with d part writing : common riod (1600-1750). Materials in Music Theory /orkbook, theory s, interactive rds, instruments ud based ional and 1 software.</p> <p>Objective of otate pitch and in accordance undard notation s, Harmonize s with iate chords and ading, analyze</p>	Number of weeks 10	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Use of assisted technology on notation to write chorales and playback in real time</li> <li>● Pairing students with beginning English language skills with students who have more advanced English language skills when using terms and notation symbols</li> <li>● Authentic assessments composition based with student</li> </ul>	<p><i>NJSLS – Arts: Music</i> 1.1.12.B.1, 1.1.12.B.2, 1.2.12.A.1, 1.3.12.B.1-4, 1.4.12.A.1-4, 1.4.12.B.1, 1.4.12.B.3</p> <p><i>21<sup>st</sup> Century Standards CRP:</i> CRP1, CRP2, CRP4, CRP6, CRP9, CRP12,</p> <p><i>Technology Standards</i> 8.1.12.C.1, 8.1.12.D.1</p> <p><i>Technology Standards</i> 8.2.12.B.3</p> <p><i>21<sup>st</sup> Century Standards</i> 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.3</p> <p><i>Formative Assess:</i></p> <p>What it is and des <i>Mult quiz on four Choral accepted construction and Written and Aura. cloud based notat software and Rom Numeral analysis HW assignments part Choral accep construction and Written and Aura. cloud based notat software and Rom Numeral analysis</i></p> <p><i>Mid unit test- ID Create on four pa Choral accepted construction and Written and Aura. cloud based notat</i></p>

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<p>using Roman al analysis, basic melodies and aurally.</p>		<p>assistance</p> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Use of assisted technology on notation and aural skills training employing a variety of instrumental &amp; stylistic choice</li> <li>● Authentic assessments with student driven artistic enhancements employing artistic and cultural elements</li> <li>● Recording and producing performance based keyboard assessments</li> <li>● Flexible grouping- collaborating on composition assessments</li> </ul>		<p><i>software and Roman Numeral analysis</i></p> <p><i>Summative Assess</i></p> <p>Final Unit Test on demonstrating ma on four part Chor accepted construc Creation Written Aurally using clo notation software Roman Numeral c</p>
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<b>c</b>	<b>Time Allocated</b>	<b>Differentiating Instruction for Students</b>	<b>Standards</b>	<b>Assessments</b>
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		<p><b>with Disabilities, Students at Risk, English Language Learners, &amp; Gifted &amp; Talented Students</b></p>		
<p>2</p> <p><b>Dictation and Progressions</b></p> <p>will be able to utilize, evaluate Four Part accordance with 4 part writing common period (1600-1750). Part chorales elaborate and accepted chord styles of the time and choral writing notation. Manipulate transposing styles.</p> <p>Materials in Music Theory Workbook, theory cards, interactive cards, instruments and audio based digital and 1 software.</p> <p>Objective of transpose keys and intervals fluently, Express ideas by singing and</p>	<p>Number of weeks 10</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Use of assisted technology on notation to write chorales and playback in real time</li> <li>● Pairing students with beginning English language skills with students who have more advanced English language skills when using terms and notation symbols</li> <li>● Authentic assessments composition based with student assistance</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Use of assisted technology on notation and aural</li> </ul>	<p><i>NJSLS – Arts: Music</i> 1.1.12.B.1, 1.1.12.B.2, 1.2.12.A.1, 1.3.12.B.1-4, 1.4.12.A.1-4, 1.4.12.B.1, 1.4.12.B.3</p> <p><i>21<sup>st</sup> Century Standards CRP:</i> CRP1, CRP2, CRP4, CRP6, CRP9, CRP12,</p> <p><i>Technology Standards</i> 8.1.12.C.1, 8.1.12.D.1</p> <p><i>Technology Standards</i> 8.2.12.B.3</p> <p><i>21<sup>st</sup> Century Standards</i> 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.3</p>	<p>What it is and describe <i>Multi quiz on advanced techniques construction of four part Choral accepted Creation Written and Aural using cloud based notation software and Roman Numeral analysis</i></p> <p><i>HW assignments on advanced techniques of four part Choral construction and Written and Aural cloud based notation software and Roman Numeral analysis</i></p> <p><i>Mid unit test- advanced techniques of four Choral accepted construction and Written and Aural cloud based notation software and Roman Numeral analysis</i></p>

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<p>ng. Dictate ual voices within honic sition in real time. ate and utilize iate cadential ion.</p>		<p>skills training employing a variety of instrumental &amp; stylistic choice</p> <ul style="list-style-type: none"> <li>● Authentic assessments with student driven artistic enhancements employing artistic and cultural elements</li> <li>● Recording and producing performance based keyboard assessments</li> <li>● Flexible grouping- collaborating on composition assessments</li> </ul>		<p><i>Summative Assess</i></p> <p>Final Unit Test or composition Proje demonstrating ma <i>advanced techniq</i> <i>four part Choral a</i> <i>construction and</i> <i>Written and Aura</i> <i>cloud based notat</i> <i>software and Rom</i> <i>Numeral analysis</i></p>
<b>c</b>	<b>Time Allocated</b>	<b>Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, &amp; Gifted &amp; Talented Students</b>	<b>Standards</b>	<b>Assessments</b>
<p>e <b>liness and</b> <b>ideavors.</b> ill be able to</p>	Number of weeks 10	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Authentic assessments in test</li> </ul>	<p><i>NJSLS – Arts: Music</i> 1.1.12.B.1, 1.1.12.B.2, 1.2.12.A.1, 1.3.12.B.1-4,</p>	<p><i>Formative Assess.</i></p> <p>What it is and des</p>

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<p>utilize and create and aural of music through the modern western music and expand with functions and ration.</p> <p>Materials in Music Theory Workbook, theory cards, interactive cards, instruments and software, offered es.</p> <p>Objective of rotate pitch and in accordance standard notation s, read melodies us clefs, Perform te secondary ning chords, Final tion for AP Create original itions, analyze ve instrumental al works explore re on modern naking.</p>		<p>format</p> <ul style="list-style-type: none"> <li>Modification of content and student products varied levels of complexity in rhythm and meter</li> <li>Testing accommodations in the form of extended time and delivery of aural prompts.</li> <li>Use of assisted technology on notation and aural skills training</li> <li>Pairing students with beginning English language skills with students who have more advanced English language skills when using terms and notation symbols</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Use of assisted technology on</li> </ul>	<p>1.4.12.A.1-4, 1.4.12.B.1, 1.4.12.B.3</p> <p><i>21<sup>st</sup> Century Standards CRP:</i> CRP1, CRP2, CRP4, CRP6, CRP9, CRP12,</p> <p><i>Technology Standards</i> 8.1.12.C.1, 8.1.12.D.1</p> <p><i>Technology Standards</i> 8.2.12.B.3</p> <p><i>21<sup>st</sup> Century Standards</i> 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.3</p>	<p>Compose, dictate arrange free respo exam examples fr AP tests in real tin</p> <p><i>HW assignments o advanced techniq four part Choral c construction and Writen and Aura cloud based notat software and Rom Numeral analysis</i></p> <p><i>Summative Assess</i></p> <p>AP practice exam and scored using t board timing and directions in real t</p> <p>Student driven Composition chor project using <i>adv techniques in four Choral accepted construction and Writen and Aura cloud based notat software and Rom Numeral analysis performance</i></p>

		<p>notation and aural skills training employing a variety of instrumental &amp; stylistic choice</p> <ul style="list-style-type: none"><li>● Authentic or student choice based assessments with student driven artistic enhancements employing artistic and cultural elements</li><li>● Recording and producing performance based keyboard/instrumental or vocal assessments/projects</li><li>● Flexible grouping-collaborating on composition assessments</li></ul>		
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