

**Unit 1 - September**

**Unit 2 - October**

**Unit 3 – Nov. / Dec.**

	<b>Unit 1 - September</b>	<b>Unit 2 - October</b>	<b>Unit 3 – Nov. / Dec.</b>
Essential Questions	What is a scale? How many notes are in a scale? What is the combination of whole and half steps? What is the circle of 4 <sup>th</sup> & 5 <sup>th</sup> ? What function does it have? What are the order of flats and sharps?	What is nomenclature? What is a figured bass symbol? What is a chord progression? Analyze chord progressions and selected pieces.	How does a chord invert? What is a triad and seventh chord? How do they function? What is the indication they are inverted.
Content	Scales, Chords, Circle of 4ths & 5ths, Flats and Sharps.  Corresponding work book pages and examples from book.	<ul style="list-style-type: none"> <li>Figured Bass Symbols, Figured Bass/ chord progression, Analysis</li> </ul> Corresponding work book pages and examples from book.	<ul style="list-style-type: none"> <li>Figured Bass Symbols, Figured Bass/ chord progression, Analysis.</li> </ul> Build chords with the different inversions.  Identify through analysis different chord inversions along with the chord progression.  Corresponding work book pages and examples from book.
Skills	Students will be able to write major, minor, augmented and diminished scales.  Students will be able to identify major, minor, diminished and augmented chords.  Students will also develop through ear training.	<ul style="list-style-type: none"> <li>Students will understand figured bass symbols and how to use them.</li> <li>Students will be able to understand and construct a structured chord progression.</li> <li>Students will be able to analyze selected pieces and determine a logical chord progression.</li> <li>Develop a clear understanding and interest in the functions and symbols of the music language.</li> </ul> Students will also develop through ear training.	<ul style="list-style-type: none"> <li>Students will understand figured bass symbols and how to use them.</li> <li>Students will be able to build a chord progression.</li> <li>Students will be able to analyze selected pieces and determine a logical chord progression.</li> <li>Develop a clear understanding and interest in the functions and symbols of the music language.</li> </ul> Students will also develop through ear training.
NJ Core Content Standard	1.1,1.2B,1.3B,1.4,1.5	1.1,1.2B,1.3B,1.4,1.5	1.1,1.2B,1.3B,1.4,1.5
Assessments	Test/ quiz- written, oral and performed.	Test/ quiz- written, oral and performed.	Test/ quiz- written, oral and performed.
Resources	Elementary Harmony- Theory and Practice: Ottman	Elementary Harmony- Theory and Practice: Ottman	Elementary Harmony- Theory and Practice: Ottman

	Tonal Harmony- book & work book: Kostka & Payne Music in Theory and Practice- book & workbook: Benward & White	Tonal Harmony- book & work book: Kostka & Payne Music in Theory and Practice- book & workbook: Benward & White	Tonal Harmony- book & work book: Kostka & Payne Music in Theory and Practice- book & workbook: Benward & White
Interdisciplinary Connections	Discussion on components of building compositions? Analysis of band and choir music. Discussion of history of Renaissance Period and Gregorian chants. Discussion of Sound waves and frequencies. The development of aural skills through ear training and dictation.	Discussion on components of building compositions? Analysis of band and choir music. Discussion of history of Renaissance Period and Gregorian chants. Discussion of Sound waves and frequencies. The development of aural skills through ear training and dictation.	Discussion on components of building compositions? Analysis of band and choir music. Discussion of history of Renaissance Period and Gregorian chants. Discussion of Sound waves and frequencies. The development of aural skills through ear training and dictation.

### Unit 4 - January

### Unit 5 - February - March

Essential Questions	What is rhythm? How is it used? What is the pulse and who controls it? How do writers and arrangers determine time meter and duration when composint?	Part writing rules? What is a cadence? How are these elements applied to chords? Where does a cadence take place in a chord progression?
Content	<ul style="list-style-type: none"> <li>Identify time signatures meters.</li> <li>Ostinatos and hemiolas</li> <li>Simple/ compound time with duple, triple and quadruple</li> <li>Beat groupings and odd meters</li> </ul>	<ul style="list-style-type: none"> <li>SATB 16<sup>th</sup> C. writing rules</li> <li>Cadences- PAC, IPAC, 1/2, PLAGAL, DECEPTIVE</li> <li>Soprano lines</li> <li>Movement of cadences</li> <li>3 part and 4 part writing</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Students will be able to identify, discus and construct meters visually or audibly.</li> <li>Students will understand figured bass symbols and how to use them.</li> <li>Students will be able to understand and construct a structured chord progression.</li> <li>Students will be able to analyze selected pieces and determine a logical chord progression.</li> <li>Develop a clear understanding and interest in the functions and symbols of the music language.</li> </ul> <p>Students will also develop through ear training.</p>	<ul style="list-style-type: none"> <li>Students will be able to identify and construct all cadences indicated above.</li> <li>Students will show an understanding of the part writing rules through cadences and chord progressions.</li> <li>Students will understand figured bass symbols and how to use them.</li> <li>Students will be able to understand and construct a structured chord progression.</li> <li>Students will be able to analyze selected pieces and determine a logical chord progression.</li> <li>Develop a clear understanding and interest in the functions and symbols of the music language.</li> </ul> <p>Students will also develop through ear training.</p>
NJ Core Content Standards	1.1,1.2B,1.3B,1.4,1.5	1.1,1.2B,1.3B,1.4,1.5
Assessments	Test/ quiz- written, oral and performed.	Test/ quiz- written, oral and performed.
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### Unit 6 – March / April / May

Essential Questions	What are non-harmonic tones? Student compositions- 8, 12, 24, 36 measure.
Content	<ul style="list-style-type: none"> <li>• Analysis of chord progressions.</li> <li>• Part writing rules through larger chord progressions</li> <li>• Major and minor examples.</li> <li>• Figured bass examples</li> <li>• Balanced ideas/ Form</li> <li>• Rhythm- in measure/ beat groupings</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Build through smaller compositions to prepare for the final project of a 32 measure original piece in 4 part writing.</li> <li>• Students will understand figured bass symbols and how to use them.</li> <li>• Students will be able to understand and construct a structured chord progression.</li> <li>• Students will be able to analyze selected pieces and determine a logical chord progression.</li> <li>• Develop a clear understanding and interest in the functions and symbols of the music language.</li> </ul> <p>Students will also develop through ear training.</p>
NJ Core Content Standards	1.1,1.2B,1.3B,1.4,1.5
Assessments	Test/ quiz- written, oral and performed.
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