

**Visual and Performing Arts**  
**Performing Arts: Advanced Music Theory**  
**Unit 1: The Fundamentals of Music**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Composers have an understanding of the fundamentals of music to compose and analyze compositions. (i.e.: including: Notation, Scales, Key, Intervals and Transposition; and Chords)</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What basic music knowledge is needed to construct music that is well written and melodious?</li> <li>▪ How does the combination of different elements of music including pitch, duration and intensity affect the outcome of a composition?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Music notation is the written language for musicians to communicate through music.</li> <li>▪ All music is written based upon a certain key, scale or mode.</li> <li>▪ Harmonies and melodies in music are made up of different forms of intervals and chord structures that are based upon certain key signatures.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ notation, scales, key, tonality, diatonic, enharmonic, transposition, intervals, chords, triads, inversions</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate a basic understanding of notation and how each note relates to the Grand Staff.</li> <li>▪ Demonstrate the ability to construct scales in different keys and modes and analyze them in various musical pieces.</li> <li>▪ Identify intervals by dictating what the student hears.</li> <li>▪ Analyze and construct triads and 7<sup>th</sup> chords of all types including: Major, minor, augmented, diminished and dominant.</li> </ul>

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<b>Related Maine Learning Results</b>	<p><u>Music</u></p> <p>A. Creative Expression</p> <p style="padding-left: 20px;">A2. Notation and Terminology</p> <p style="padding-left: 40px;">Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden dynamic contrasts.</p> <p>B. Creation, Performance, and Expression</p> <p style="padding-left: 20px;">B2. Composition</p> <p style="padding-left: 40px;">Students analyze and evaluate musical ideas expressed in their own compositions or the compositions of others.</p> <p>D. Aesthetics and Criticism</p> <p style="padding-left: 20px;">D1. Aesthetics and Criticism</p> <p style="padding-left: 40px;">Students analyze and evaluate art forms.</p> <p style="padding-left: 60px;">a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.</p> <p style="padding-left: 60px;">b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.</p> <p style="padding-left: 60px;">c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</p> <p style="padding-left: 60px;">d. Research and explain how art and artist reflect and shape their time and culture.</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Theory Worksheets</li> <li>▪ Ear training exercises</li> <li>▪ Composition assignments</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Tests</li> <li>▪ Composition Assignments</li> <li>▪ Vocabulary quizzes</li> <li>▪ Ear training quizzes</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>Music in Theory and Practice</u>, seventh ed. Vol. 1</li> </ul> </li> </ul>