

High School Music Theory

Instructional Focus: Musical composition, sequencing, and use of MIDI digital formats are some of the many applications employed to further student understanding of music theory.		
Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	Students will: <ul style="list-style-type: none"> Identify elements of tonality, key, modality and scale structure. Describe structural elements of musical composition. Describe structural characteristics of form. 	Students will describe the characteristics of musical sound.
Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	Students will: <ul style="list-style-type: none"> Sight-sing musical examples with correct intonation and rhythm. Accurately take melodic and harmonic dictation. Demonstrate the ability to take rhythmic dictation. Demonstrate the ability to detect errors in melodic and rhythmic examples. 	Students will practice and evaluate performance skills alone and in groups.
Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	Students will: <ul style="list-style-type: none"> Conduct the basic two, three, and four patterns and a variety of asymmetrical patterns. Demonstrate rhythmic accuracy or musical expression through physical movement, such as clapping or tapping. 	Students will analyze and respond to complex musical sound through movement.
Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	Students will: <ul style="list-style-type: none"> Correctly interpret pitches, rhythms, and other notational symbols using musically appropriate techniques. Perform repertoire in a variety of meters. Demonstrate, through performance, an independent knowledge of expressive markings used in musical scores. Perform a short piece written in graphic notation. 	Students will perform music, reading from both traditional and non-traditional notation.
Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	Students will: <ul style="list-style-type: none"> Identify various opportunities to perform and hear music in the local community and beyond. Identify significant composers associated with various genres of music. Describe the ways different compositional styles are used in the cultures of the United States and other countries. 	Students will make connections between music from the oral and written traditions of various cultures.
Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	Students will: <ul style="list-style-type: none"> Describe the evolution and diversity of Western Music. Identify significant composers within each time period of Western Music and describe their contributions. 	Students will describe the roles of music in reflecting and influencing diverse social structures.
Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	Students will: <ul style="list-style-type: none"> Identify and define the characteristics of styles of Western Art Music, Popular music, Jazz and Blues. 	Students will demonstrate knowledge of a wide variety of representative musical styles and genres.

Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	Students will: <ul style="list-style-type: none"> • Analyze selected musical compositions for harmonic structure. • Analyze selected musical compositions for melodic organization. • Analyze selected musical compositions for rhythmic and metric organization. • Analyze selected musical compositions for texture. • Analyze selected musical compositions for formal devices and procedures. 	Students will evaluate selected musical compositions using criteria.
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	Students will: <ul style="list-style-type: none"> • Develop, assess, and revise standards to evaluate their own compositions and the compositions of other students. • Critique music from the standard western classical repertoire, popular music, and world music using acquired theoretical knowledge. 	Students will formulate, apply, and communicate criteria for evaluating personal performances and those of others.

High School AP Music Theory

<p>Instructional Focus: This rigorous course expands upon the skills learned in the Music Theory Fundamentals course. Musical composition, sequencing, and use of MIDI digital formats are some of the many applications employed to further student understanding of music theory.</p>		
Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	<p>Students will:</p> <ul style="list-style-type: none"> Identify elements of tonality, key, modality and scale structure. Describe structural elements of musical composition. Describe structural characteristics of form. 	Students will describe the characteristics of musical sound.
Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	<p>Students will:</p> <ul style="list-style-type: none"> Sight-sing musical examples with correct intonation and rhythm. Accurately take melodic and harmonic dictation. Demonstrate the ability to take rhythmic dictation. Demonstrate the ability to detect errors in melodic and rhythmic examples. 	Students will practice and evaluate performance skills alone and in groups.
Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	<p>Students will:</p> <ul style="list-style-type: none"> Conduct the basic two, three, and four patterns and a variety of asymmetrical patterns. Demonstrate rhythmic accuracy or musical expression through physical movement, such as clapping or tapping. 	Students will analyze and respond to complex musical sound through movement.
Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	<p>Students will:</p> <ul style="list-style-type: none"> Correctly interpret pitches, rhythms, and other notational symbols using musically appropriate techniques. Perform repertoire in a variety of meters. Demonstrate, through performance, an independent knowledge of expressive markings used in musical scores. Perform a short piece written in graphic notation. 	Students will perform music, reading from both traditional and non-traditional notation.
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A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	<p>Students will:</p> <ul style="list-style-type: none"> Identify various opportunities to perform and hear music in the local community and beyond. Identify significant composers associated with various genres of music. Describe the ways different compositional styles are used in the cultures of the United States and other countries. 	Students will make connections between music from the oral and written traditions of various cultures.
Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	<p>Students will:</p> <ul style="list-style-type: none"> Describe the evolution and diversity of Western Music. Identify significant composers within each time period of Western Music and describe their contributions. 	Students will describe the roles of music in reflecting and influencing diverse social structures.
Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d,	<p>Students will:</p> <ul style="list-style-type: none"> Identify and define the characteristics of styles of Western Art Music, Popular music, Jazz and Blues. 	Students will demonstrate knowledge of a wide variety of representative musical styles and genres.

e, C3, C4, C6, D1, D2, D3, D7, D8		
Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	<p>Students will:</p> <ul style="list-style-type: none"> Analyze selected musical compositions for harmonic structure. Analyze selected musical compositions for melodic organization. Analyze selected musical compositions for rhythmic and metric organization. Analyze selected musical compositions for texture. Analyze selected musical compositions for formal devices and procedures. 	Students will evaluate selected musical compositions using criteria.
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High School IB Music Theory 1

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Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	Students will: <ul style="list-style-type: none"> Sight-sing musical examples with correct intonation and rhythm. Accurately take melodic and harmonic dictation. Demonstrate the ability to take rhythmic dictation. Demonstrate the ability to detect errors in melodic and rhythmic examples. 	Students will practice and evaluate performance skills alone and in groups.
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A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	Students will: <ul style="list-style-type: none"> Conduct the basic two, three, and four patterns and a variety of asymmetrical patterns. Demonstrate rhythmic accuracy or musical expression through physical movement, such as clapping or tapping. 	Students will analyze and respond to complex musical sound through movement.
Standards	Objectives	Examples
A1, A2, A3, A4, A5, A7, B2, B3, B6, B7, B9, C1, C2a, b, c, d, e, C3, C4, C6, D1, D2, D3, D7, D8	Students will: <ul style="list-style-type: none"> Correctly interpret pitches, rhythms, and other notational symbols using musically appropriate techniques. Perform repertoire in a variety of meters. Demonstrate, through performance, an independent knowledge of expressive markings used in musical scores. Perform a short piece written in graphic notation. 	Students will perform music, reading from both traditional and non-traditional notation.
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Alaska Arts Standards for Music

A. CREATE

Imagine and develop artistic ideas and work

Anchor Standard #1: Generate and conceptualize artistic ideas and work

Enduring Understanding

The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Essential Question

How do musicians generate creative ideas?

Anchor Standard #2: Organize and develop artistic ideas and work

Enduring Understanding

Musicians' creative choices are influenced by their experience, skill, context, culture, background, environment and expressive intent.

Essential Question

How do musicians make creative decisions?

Anchor Standard #3: Refine and complete artistic work

Enduring Understanding

Musicians evaluate and refine their work through new ideas, persistence, and the application of appropriate criteria.

Essential Question

How do musicians improve the quality of their creative work?

B. PRESENT

Interpret and share artistic work

Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production

Enduring Understanding

Performers' interest in and knowledge of musical works, understanding of their own technical skills, expressive intent and the context for a performance (e.g. audience, space) influence their selection of repertoire.

Essential Questions

How do performers select their musical repertoire? How do performers interpret musical works?

Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production

Enduring Understanding

Performers make interpretive decisions over time, based on their understanding of context, expressive intent, and individual technical skills.

Essential Question

How do musicians improve the quality of their performance?

Anchor Standard #6: Perform, present, and/or produce artistic work

Enduring Understanding

The context of time, place, and culture in which a work is presented influences audience response.

Essential Question

How do context and the manner in which musical work is presented influence audience response?

C. RESPOND

Understand and evaluate how the arts convey meaning

Anchor Standard #7: Recognize and analyze artistic works, including those from diverse cultural traditions

Enduring Understanding

Response to music is informed by analyzing context (social, cultural, historical) and how musicians apply the elements of music.

Essential Question

How does understanding the structure and context of music inform a response?

Anchor Standard #8: Interpret intent and meaning in artistic work

Enduring Understanding

Musicians provide clues to their expressive intent through the use of elements and structures of music.

Essential Question

How do we detect musical creators' and performers' expressive intent?

Anchor Standard #9: Apply criteria to evaluate artistic work

Enduring Understanding

The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.

Essential Question

How do we evaluate the quality of musical works and performances?

D. CONNECT

Relate artistic ideas and work with personal meaning and external contexts

Anchor Standard #10: Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts

Enduring Understanding

Musicians connect interests, experiences, ideas, and knowledge to create, perform and respond.

Essential Question

How do musicians make meaningful connections in order to create, perform and respond?

Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding

Enduring Understanding

Connections to varied contexts and personal experiences enhance musicians' creating, performing, and responding.

Essential Question

How do the arts, other disciplines, contexts, and personal experiences influence creating, performing, and responding to music?