

**Westbrook Public Schools**  
**Westbrook High School Music Theory 2 Curriculum**  
**Grade 9-12**

<b>Unit 1: Theory 1 Review</b>	<b>Anticipated Length: 3 weeks</b>
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• #5 Students will read and notate music.</li> <li>• #6 Students will listen to, describe and analyze music.</li> <li>• #7 Students will evaluate music and music performances.</li> </ul>	
<p><b>Knowledge:</b>  <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> <li>• Ascending melodic intervals</li> <li>• Descending melodic intervals</li> <li>• Harmonic intervals</li> <li>• Circle of Fifths</li> <li>• Major key signatures</li> <li>• Minor key signatures</li> <li>• Triads <ul style="list-style-type: none"> <li>○ Major</li> <li>○ Minor</li> <li>○ Diminished</li> <li>○ Augmented</li> </ul> </li> <li>• Seventh chords</li> <li>• Seventh chord inversions</li> <li>• Extended chords</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify written intervals</li> <li>• Identify melodic intervals aurally both ascending and descending</li> <li>• Identify harmonic intervals aurally</li> <li>• Write inversions of intervals</li> <li>• Draw a Circle of Fifths Diagram</li> <li>• Read: <ul style="list-style-type: none"> <li>○ Major, Minor, Diminished , Augmented triads</li> <li>○ Triad inversions</li> <li>○ Seventh chords</li> <li>○ Seventh chord inversions</li> <li>○ Extended chords</li> </ul> </li> <li>• Write <ul style="list-style-type: none"> <li>○ Major, Minor, Diminished, Augmented triads</li> <li>○ Triad inversions</li> <li>○ Seventh chords</li> <li>○ Seventh chord inversions</li> <li>○ Extended chords</li> </ul> </li> <li>• Spell <ul style="list-style-type: none"> <li>○ Major, Minor, Diminished, Augmented triads</li> <li>○ Triad inversions</li> <li>○ Seventh chords</li> <li>○ Seventh chord inversions</li> <li>○ Extended chords</li> </ul> </li> <li>• Aurally recognize <ul style="list-style-type: none"> <li>○ Major, Minor, Diminished, Augmented triads</li> <li>○ Triad inversions</li> <li>○ Seventh chords</li> <li>○ Seventh chord inversions</li> </ul> </li> <li>• Extended chords</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What role do intervals play in melody and harmony?</li> <li>• What is the function of chords in harmony?</li> </ul>	<p><b>Unit Questions:</b></p> <ul style="list-style-type: none"> <li>• What are intervals?</li> <li>• What is the difference between melody and harmony?</li> <li>• What are chords?</li> <li>• What are the differences between the various chord qualities?</li> </ul>

<p><b>Expectations for Student Learning Addressed:</b> - <i>The Westbrook HS student will...</i>          Demonstrate independence and proficiency in problem solving, reasoning, critical and creative thinking.</p>										
<p><b>Possible Assessments:</b></p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Teacher Created Tests</td> <td><input type="checkbox"/> Student Presentations</td> </tr> <tr> <td><input checked="" type="checkbox"/> Unit Tests</td> <td><input type="checkbox"/> Entrance/exit slips</td> </tr> <tr> <td><input checked="" type="checkbox"/> Quizzes</td> <td><input type="checkbox"/> Group Projects</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> Others: Worksheets, Musictheory.net Trainers, Performance, Aural Assessment</td> </tr> </table>			<input checked="" type="checkbox"/> Teacher Created Tests	<input type="checkbox"/> Student Presentations	<input checked="" type="checkbox"/> Unit Tests	<input type="checkbox"/> Entrance/exit slips	<input checked="" type="checkbox"/> Quizzes	<input type="checkbox"/> Group Projects	<input checked="" type="checkbox"/> Others: Worksheets, Musictheory.net Trainers, Performance, Aural Assessment	
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<p><b>Benchmark Assessment:</b> Unit Test</p>										
<b>Performance Task:</b>	<input type="checkbox"/> <b>Required</b>	<input type="checkbox"/> <b>Optional</b>								
<p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product, Performance, Purpose:</p> <p>Standards for Success:</p>										
<p><b>Assessment Techniques:</b></p> <ul style="list-style-type: none"> <li>• School-wide Problem Solving Rubric</li> <li>• Teacher-created Criteria</li> </ul>										
<p><b>Technology Integration:</b> Internet Site, Audio Recordings</p>										
<p><b>Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Texts:</b> <i>Music in Theory and Practice</i>, Benward &amp; Saker</li> <li>• <b>Instruments:</b> Piano</li> <li>• <b>Internet Sites:</b> Music Theory.net</li> <li>• <b>Videos/DVD (Multimedia):</b> Various Audio Recordings</li> </ul>										
<p><b>Sample Lessons/Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Ear Training             <ul style="list-style-type: none"> <li>○ Rhythmic dictation</li> <li>○ Interval recognition</li> <li>○ Chord recognition</li> </ul> </li> <li>• Practice Worksheets             <ul style="list-style-type: none"> <li>○ Triads</li> <li>○ Seventh chords</li> </ul> </li> </ul>										

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<b>Unit 2: Roman Numeral Analysis, Cadences, and Non-Harmonic Tones</b>	<b>Anticipated Length: 6 weeks</b>
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• #5 Students will read and notate music.</li> <li>• #6 Students will listen to, describe and analyze music.</li> <li>• #7 Students will evaluate music and music performances.</li> </ul>	
<p><b>Knowledge:</b>  <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> <li>• The use of Roman Numerals for harmonic analysis</li> <li>• Triad position symbols</li> <li>• Seventh chord position symbols</li> <li>• Figured Bass</li> <li>• Macro Analysis</li> <li>• Popular music symbols</li> <li>• Phrases</li> <li>• Harmonic Cadences <ul style="list-style-type: none"> <li>○ Perfect Authentic</li> <li>○ Imperfect Authentic</li> <li>○ Half</li> <li>○ Plagal</li> <li>○ Deceptive</li> </ul> </li> <li>• Rhythmic Cadences</li> <li>• Non Harmonic Tones <ul style="list-style-type: none"> <li>○ Passing Tones</li> <li>○ Neighbor Tone</li> <li>○ Escape Tones</li> <li>○ Anticipation</li> <li>○ Suspension</li> <li>○ Retardation</li> <li>○ Appoggiatura</li> <li>○ Changing Tones</li> <li>○ Pedal Tone</li> </ul> </li> </ul>	<p><b>Skills:</b>  <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Analyze written music using Roman Numerals</li> <li>• Construct chords based on Roman Numerals</li> <li>• Analyze written music using Roman Numerals and triad position symbols</li> <li>• Construct chords in inversion based on Roman Numerals and triad position symbols</li> <li>• Realize figured bass</li> <li>• Analyze written music using Macro Analysis</li> <li>• Analyze written music using Popular Symbols</li> <li>• Identify phrases in written music</li> <li>• Diagram phrases in a musical score</li> <li>• Identify cadences according to Roman Numeral Analysis</li> <li>• Find non-harmonic tones in written music</li> <li>• Identify types of Non-harmonic tones</li> <li>• Write examples of non-harmonic tones</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the purpose of Roman Numeral Analysis in music?</li> <li>• How do cadences and phrases create structure in music?</li> <li>• What is melody?</li> </ul>	<p><b>Unit Questions:</b></p> <ul style="list-style-type: none"> <li>• How are chords organized?</li> <li>• What effects do cadences have on phrases?</li> <li>• What is the effect of non-harmonic tones in melody?</li> </ul>
<p><b>Expectations for Student Learning Addressed:</b> - <i>The Westbrook HS student will...</i>  Demonstrate independence and proficiency in problem solving, reasoning, critical and creative thinking.</p>	

<b>Possible Assessments:</b>		
<input checked="" type="checkbox"/> Teacher Created Tests	<input type="checkbox"/> Student Presentations	
<input checked="" type="checkbox"/> Unit Tests	<input type="checkbox"/> Entrance/exit slips	
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<b>Benchmark Assessment:</b>		
Unit Test		
<b>Performance Task:</b>	<input type="checkbox"/> <b>Required</b>	<input type="checkbox"/> <b>Optional</b>
Goal:		
Role:		
Audience:		
Situation:		
Product, Performance, Purpose:		
Standards for Success:		
<b>Assessment Techniques:</b>		
<ul style="list-style-type: none"> <li>• School-wide Problem Solving Rubric</li> <li>• Teacher-created Criteria</li> </ul>		
<b>Technology Integration:</b> Internet Site, Audio Recordings		
<b>Resources/Materials:</b>		
<ul style="list-style-type: none"> <li>• <b>Texts:</b> <i>Music in Theory and Practice</i>, Benward &amp; Saker</li> <li>• <b>Instruments:</b> Piano</li> <li>• <b>Internet Sites:</b> Music Theory.net</li> <li>• <b>Videos/DVD (Multimedia):</b> Various Audio Recordings</li> </ul>		
<b>Sample Lessons/Learning Activities:</b>		
<ul style="list-style-type: none"> <li>• Ear Training <ul style="list-style-type: none"> <li>○ Melodic dictation</li> <li>○ Rhythmic dictation</li> <li>○ Interval recognition</li> <li>○ Chord recognition</li> </ul> </li> <li>• Practice Worksheets <ul style="list-style-type: none"> <li>○ Score Analysis</li> </ul> </li> </ul>		

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<b>Unit 3: Melodic Organization and Texture</b>		<b>Anticipated Length: 3 weeks</b>	
<b>Standards:</b>			
<ul style="list-style-type: none"> <li>• #5 Students will read and notate music.</li> <li>• #6 Students will listen to, describe and analyze music.</li> <li>• #7 Students will evaluate music and music performances.</li> </ul>			
<b>Knowledge:</b>		<b>Skills:</b>	
<i>Students will know/understand:</i>		<i>Students will be able to:</i>	
<ul style="list-style-type: none"> <li>• Motive <ul style="list-style-type: none"> <li>○ Melodic motive</li> <li>○ Rhythmic motive</li> </ul> </li> <li>• Sequence <ul style="list-style-type: none"> <li>○ Real sequence</li> <li>○ Tonal sequence</li> <li>○ Modified sequence</li> <li>○ False sequence</li> </ul> </li> <li>• Period <ul style="list-style-type: none"> <li>○ Antecedent-consequent</li> <li>○ Parallel period</li> <li>○ Contrasting period</li> <li>○ Three phrase period</li> <li>○ Double period</li> </ul> </li> <li>• Phrase modification <ul style="list-style-type: none"> <li>○ Beginning extension</li> <li>○ Internal extension</li> <li>○ Cadential extension</li> </ul> </li> <li>• Texture <ul style="list-style-type: none"> <li>○ Homophonic</li> <li>○ Homorhythmic</li> <li>○ Monophonic</li> <li>○ Polyphonic</li> </ul> </li> <li>• Textural reduction <ul style="list-style-type: none"> <li>○ Primary melody</li> <li>○ Secondary melody</li> <li>○ Primary supporting melody</li> <li>○ Harmonic and Rhythmic support</li> <li>○ Harmonic rhythm</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Identify recurring motives in music</li> <li>• Recognize sequence</li> <li>• Identify types of sequence</li> <li>• Compose motives in a sequence</li> <li>• Identify musical periods by type</li> <li>• Recognize types of phrase modification</li> <li>• Describe written music in terms of its texture</li> <li>• Describe texture through aural examples</li> <li>• Compose examples of each textural type</li> <li>• Recognize the textural elements of written music</li> <li>• Label the textural elements of written music</li> <li>• Remove rhythmic materials and write as block chords (reduction)</li> </ul>	
<b>Essential Questions:</b>		<b>Unit Questions:</b>	
<ul style="list-style-type: none"> <li>• How is melody organized?</li> <li>• What is musical texture?</li> </ul>		<ul style="list-style-type: none"> <li>• What are the elements that construct a melody?</li> <li>• What are the various types of texture?</li> </ul>	
<b>Expectations for Student Learning Addressed:</b> - <i>The Westbrook HS student will...</i>			
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<b>Possible Assessments:</b>		
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Product, Performance, Purpose:		
Standards for Success:		
<b>Assessment Techniques:</b>		
<ul style="list-style-type: none"> <li>• School-wide Problem Solving Rubric</li> <li>• Teacher-created Criteria</li> </ul>		
<b>Technology Integration:</b> Internet Site, Audio Recordings		
<b>Resources/Materials:</b>		
<ul style="list-style-type: none"> <li>• <b>Texts:</b> <i>Music in Theory and Practice</i>, Benward &amp; Saker</li> <li>• <b>Instruments:</b> Piano</li> <li>• <b>Internet Sites:</b> Music Theory.net</li> <li>• <b>Videos/DVD (Multimedia):</b> Various Audio Recordings</li> </ul>		
<b>Sample Lessons/Learning Activities:</b>		
<ul style="list-style-type: none"> <li>• Ear Training <ul style="list-style-type: none"> <li>○ Melodic dictation</li> <li>○ Rhythmic dictation</li> <li>○ Interval recognition</li> <li>○ Chord recognition</li> </ul> </li> <li>• Practice Worksheets <ul style="list-style-type: none"> <li>○ Score Analysis</li> </ul> </li> </ul>		

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<b>Unit 4: Voice Leading in Four Part Chorales</b>		<b>Anticipated Length: 6 weeks</b>		
<b>Standards:</b>				
<ul style="list-style-type: none"> <li>• #5 Students will read and notate music.</li> <li>• #6 Students will listen to, describe and analyze music.</li> <li>• #7 Students will evaluate music and music performances.</li> </ul>				
<b>Knowledge:</b>		<b>Skills:</b>		
<i>Students will know/understand:</i>		<i>Students will be able to:</i>		
<ul style="list-style-type: none"> <li>• Voice Parts <ul style="list-style-type: none"> <li>○ Soprano</li> <li>○ Alto</li> <li>○ Tenor</li> <li>○ Bass</li> </ul> </li> <li>• Stylistic practices <ul style="list-style-type: none"> <li>○ Common tone</li> <li>○ Doubling</li> <li>○ Cadential 6/4</li> <li>○ Passing 6/4</li> <li>○ Arpeggiated 6/4</li> <li>○ Pedal 6/4</li> <li>○ Parallel perfect fifths</li> <li>○ Parallel perfect octaves</li> <li>○ Parallel unisons</li> <li>○ Crossed voices</li> <li>○ Overlap</li> <li>○ Unequal fifths</li> <li>○ Spacing</li> <li>○ Close position</li> <li>○ Open position</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Complete a four part chorale using appropriate stylistic practices</li> <li>• Demonstrate retention of common tones</li> <li>• Employ appropriate doubling</li> <li>• Write examples of each variation of 6/4 triad</li> <li>• Identify improper voice leading (parallel perfect fifths, parallel perfect octaves, parallel unisons, crossed voices, overlap, and improper doubling)</li> <li>• Write examples of chords in closed position</li> <li>• Write examples of chords in open position</li> </ul>		
<b>Essential Questions:</b>		<b>Unit Questions:</b>		
<ul style="list-style-type: none"> <li>• What constitutes good part writing?</li> </ul>		<ul style="list-style-type: none"> <li>• What is a chorale?</li> <li>• Why are stylistic practices important?</li> </ul>		
<b>Expectations for Student Learning Addressed:</b> - <i>The Westbrook HS student will...</i>				
Demonstrate independence and proficiency in problem solving, reasoning, critical and creative thinking.				
<b>Possible Assessments:</b>				
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<b>Benchmark Assessment:</b>				
Unit Test				

<b>Performance Task:</b>	<input type="checkbox"/> <b>Required</b>	<input type="checkbox"/> <b>Optional</b>
Goal:  Role:  Audience:  Situation:  Product, Performance, Purpose:  Standards for Success:		
<b>Assessment Techniques:</b> <ul style="list-style-type: none"> <li>• School-wide Problem Solving Rubric</li> <li>• Teacher-created Criteria</li> </ul>		
<b>Technology Integration:</b> Internet Site, Audio Recordings		
<b>Resources/Materials:</b> <ul style="list-style-type: none"> <li>• <b>Texts:</b> <i>Music in Theory and Practice</i>, Benward &amp; Saker</li> <li>• <b>Instruments:</b> Piano</li> <li>• <b>Internet Sites:</b> Music Theory.net</li> <li>• <b>Videos/DVD (Multimedia):</b> Various Audio Recordings</li> </ul>		
<b>Sample Lessons/Learning Activities:</b> <ul style="list-style-type: none"> <li>• Ear Training               <ul style="list-style-type: none"> <li>○ Melodic dictation</li> <li>○ Rhythmic dictation</li> <li>○ Interval recognition</li> <li>○ Chord recognition</li> </ul> </li> <li>• Practice Worksheets               <ul style="list-style-type: none"> <li>○ Score Analysis</li> </ul> </li> </ul>		

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<b>Unit 5: Harmonic Progression and Harmonic Rhythm</b>	<b>Anticipated Length: 9 weeks</b>		
<b>Standards:</b> <ul style="list-style-type: none"> <li>• #5 Students will read and notate music.</li> <li>• #6 Students will listen to, describe and analyze music.</li> <li>• #7 Students will evaluate music and music performances.</li> </ul>			
<b>Knowledge:</b> <i>Students will know/understand:</i> <ul style="list-style-type: none"> <li>• Harmonic progression</li> <li>• Root relationships</li> <li>• Circle progression</li> <li>• Non-circle progressions               <ul style="list-style-type: none"> <li>○ Ascending fifths</li> <li>○ Ascending seconds</li> <li>○ Descending thirds</li> </ul> </li> <li>• Harmonic rhythm</li> <li>• Cadential 6/4 chord (tonic 6/4)</li> </ul>	<b>Skills:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"> <li>• Analyze root relationships in written music</li> <li>• Indicate presence of circle progressions in written music</li> <li>• Harmonize a melody using circle progressions</li> <li>• Indicate types of non-circle progressions in written music               <ul style="list-style-type: none"> <li>○ Ascending fifths</li> <li>○ Ascending seconds</li> <li>○ Descending thirds</li> </ul> </li> <li>• Harmonize a melody using non-circle progressions               <ul style="list-style-type: none"> <li>○ Ascending fifths</li> <li>○ Ascending seconds</li> <li>○ Descending thirds</li> </ul> </li> <li>• Notate harmonic rhythm of a musical example</li> <li>• Employ proper use of cadential 6/4 chord</li> <li>• Identify cadential 6/4 chord in analysis</li> </ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is harmonic progression?</li> </ul>	<b>Unit Questions:</b> <ul style="list-style-type: none"> <li>• How does harmony propel music forward?</li> <li>• How does harmonic rhythm help to establish a clear meter?</li> </ul>		
<b>Expectations for Student Learning Addressed:</b> - <i>The Westbrook HS student will...</i> Demonstrate independence and proficiency in problem solving, reasoning, critical and creative thinking.			
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<b>Benchmark Assessment:</b> Unit Test			

<b>Performance Task:</b>	<input type="checkbox"/> <b>Required</b>	<input type="checkbox"/> <b>Optional</b>
Goal:  Role:  Audience:  Situation:  Product, Performance, Purpose:  Standards for Success:		
<b>Assessment Techniques:</b> <ul style="list-style-type: none"> <li>• School-wide Problem Solving Rubric</li> </ul>		
<b>Technology Integration:</b> Internet Site, Audio Recordings		
<b>Resources/Materials:</b> <ul style="list-style-type: none"> <li>• <b>Texts:</b> <i>Music in Theory and Practice</i>, Benward &amp; Saker</li> <li>• <b>Instruments:</b> Piano</li> <li>• <b>Internet Sites:</b> Music Theory.net</li> <li>• <b>Videos/DVD (Multimedia):</b> Various Audio Recordings</li> </ul>		
<b>Sample Lessons/Learning Activities:</b> <ul style="list-style-type: none"> <li>• Ear Training               <ul style="list-style-type: none"> <li>○ Melodic dictation</li> <li>○ Rhythmic dictation</li> <li>○ Interval recognition</li> <li>○ Chord recognition</li> </ul> </li> <li>• Practice Worksheets               <ul style="list-style-type: none"> <li>○ Score Analysis</li> <li>○ Harmonization of melodies</li> </ul> </li> </ul>		

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<b>Unit 6: Dominant and Leading Tone Seventh Chords</b>	<b>Anticipated Length: 4 weeks</b>
<b>Standards:</b>	
<ul style="list-style-type: none"> <li>• #5 Students will read and notate music.</li> <li>• #6 Students will listen to, describe and analyze music.</li> <li>• #7 Students will evaluate music and music performances.</li> </ul>	
<b>Knowledge:</b> <i>Students will know/understand:</i> <ul style="list-style-type: none"> <li>• Seventh chords</li> <li>• Dominant seventh chord</li> <li>• Inversions of dominant seventh chord</li> <li>• Resolution of dominant seventh chord in circle progressions</li> <li>• Resolution of dominant seventh chord in non-circle progressions</li> <li>• Non-resolution of dominant seventh</li> <li>• Stylistic practices for voice leading in dominant seventh chords</li> <li>• Leading-tone seventh chords               <ul style="list-style-type: none"> <li>○ Half-diminished</li> <li>○ Fully diminished</li> </ul> </li> <li>• Resolutions of tritones and seventh factors in leading-tone seventh chords</li> <li>• Stylistic practices for voice leading in leading-tone seventh chords</li> </ul>	<b>Skills:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"> <li>• Write dominant seventh chords in all major and minor keys</li> <li>• Write leading-tone seventh chords in all major and minor keys</li> <li>• Spell half-diminished seventh chords from any given root</li> <li>• Spell fully-diminished seventh chords from any given root</li> <li>• Analyze resolutions of dominant seventh chords               <ul style="list-style-type: none"> <li>○ In circle progressions</li> <li>○ In non-circle progressions</li> <li>○ In non-resolution</li> </ul> </li> <li>• Analyze resolutions of leading-tone seventh chords</li> <li>• Find voice leading errors through analysis of incorrect musical examples</li> <li>• Complete chorale-style harmonizations using stylistic practices for dominant and leading-tone seventh chords</li> <li>• Analyze a score that includes dominant and leading-tone seventh chords in root position and inversions</li> </ul>
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is dominant function?</li> </ul>	<b>Unit Questions:</b> <ul style="list-style-type: none"> <li>• How are dominant seventh chords and leading-tone seventh chords related?</li> <li>• How do dominant seventh chords and leading-tone seventh chords function in harmonic progressions?</li> </ul>
<b>Expectations for Student Learning Addressed:</b> - <i>The Westbrook HS student will...</i> Demonstrate independence and proficiency in problem solving, reasoning, critical and creative thinking.	
<b>Possible Assessments:</b> <ul style="list-style-type: none"> <li style="width: 50%;"><input checked="" type="checkbox"/> Teacher Created Tests</li> <li style="width: 50%;"><input type="checkbox"/> Student Presentations</li> <li style="width: 50%;"><input checked="" type="checkbox"/> Unit Tests</li> <li style="width: 50%;"><input type="checkbox"/> Entrance/exit slips</li> <li style="width: 50%;"><input checked="" type="checkbox"/> Quizzes</li> <li style="width: 50%;"><input type="checkbox"/> Group Projects</li> <li style="width: 50%;"><input checked="" type="checkbox"/> Others: Worksheets, Musictheory.net Trainers, Performance, Aural Assessment</li> </ul>	

<b>Benchmark Assessment:</b> Unit Test	
<b>Performance Task:</b>	<input type="checkbox"/> <b>Required</b> <input type="checkbox"/> <b>Optional</b>
Goal:	
Role:	
Audience:	
Situation:	
Product, Performance, Purpose:	
Standards for Success:	
<b>Assessment Techniques:</b>	
<ul style="list-style-type: none"> <li>• School-wide Problem Solving Rubric</li> </ul>	
<b>Technology Integration:</b> Internet Site, Audio Recordings	
<b>Resources/Materials:</b>	
<ul style="list-style-type: none"> <li>• <b>Texts:</b> <i>Music in Theory and Practice</i>, Benward &amp; Saker</li> <li>• <b>Instruments:</b> Piano</li> <li>• <b>Internet Sites:</b> Music Theory.net</li> <li>• <b>Videos/DVD (Multimedia):</b> Various Audio Recordings</li> </ul>	
<b>Sample Lessons/Learning Activities:</b>	
<ul style="list-style-type: none"> <li>• Ear Training <ul style="list-style-type: none"> <li>○ Melodic dictation</li> <li>○ Rhythmic dictation</li> <li>○ Interval recognition</li> <li>○ Chord recognition</li> </ul> </li> <li>• Practice Worksheets <ul style="list-style-type: none"> <li>○ Score Analysis</li> <li>○ Harmonization of melodies</li> </ul> </li> </ul>	

**Westbrook Public Schools**  
**Westbrook High School Music Theory 2 Curriculum**  
**Grade 9-12**

<b>Unit 7: Secondary Dominants and Leading Tone Chords</b>	<b>Anticipated Length: 5 weeks</b>		
<b>Standards:</b> <ul style="list-style-type: none"> <li>• #5 Students will read and notate music.</li> <li>• #6 Students will listen to, describe and analyze music.</li> <li>• #7 Students will evaluate music and music performances.</li> </ul>			
<b>Knowledge:</b> <i>Students will know/understand:</i> <ul style="list-style-type: none"> <li>• Secondary dominants</li> <li>• Secondary leading-tone chords</li> <li>• Altered chords</li> <li>• Primary dominants</li> <li>• Tonicized chord</li> <li>• Tonicization</li> </ul>	<b>Skills:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"> <li>• Spell secondary dominant seventh chords tonicizing any primary chord in any major or minor key</li> <li>• Spell leading-tone seventh chords tonicizing any primary chord in any major or minor key</li> <li>• Properly resolve secondary dominant chords to their tonicized chord</li> <li>• Properly resolve secondary leading-tone chords to their tonicized chord</li> <li>• Identify secondary dominants in score analysis</li> <li>• Identify leading-tone seventh chords in score analysis</li> </ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are secondary harmonies?</li> </ul>	<b>Unit Questions:</b> <ul style="list-style-type: none"> <li>• What is tonicization?</li> <li>• How do secondary dominants and leading-tone chords affect harmonic progression?</li> </ul>		
<b>Expectations for Student Learning Addressed:</b> - <i>The Westbrook HS student will...</i> Demonstrate independence and proficiency in problem solving, reasoning, critical and creative thinking.			
<b>Possible Assessments:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Teacher Created Tests  <input checked="" type="checkbox"/> Unit Tests  <input checked="" type="checkbox"/> Quizzes  <input checked="" type="checkbox"/> Others: Worksheets, Musictheory.net Trainers, Performance, Aural Assessment         </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Student Presentations  <input type="checkbox"/> Entrance/exit slips  <input type="checkbox"/> Group Projects         </td> </tr> </table>		<input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Unit Tests <input checked="" type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Others: Worksheets, Musictheory.net Trainers, Performance, Aural Assessment	<input type="checkbox"/> Student Presentations <input type="checkbox"/> Entrance/exit slips <input type="checkbox"/> Group Projects
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<b>Benchmark Assessment:</b> Unit Test			

<b>Performance Task:</b>	<input type="checkbox"/> <b>Required</b>	<input type="checkbox"/> <b>Optional</b>
Goal:  Role:  Audience:  Situation:  Product, Performance, Purpose:  Standards for Success:		
<b>Assessment Techniques:</b> <ul style="list-style-type: none"> <li>• School-wide Problem Solving Rubric</li> <li>• Teacher-created Criteria</li> </ul>		
<b>Technology Integration:</b> Internet Site, Audio Recordings		
<b>Resources/Materials:</b> <ul style="list-style-type: none"> <li>• <b>Texts:</b> <i>Music in Theory and Practice</i>, Benward &amp; Saker</li> <li>• <b>Instruments:</b> Piano</li> <li>• <b>Internet Sites:</b> Music Theory.net</li> <li>• <b>Videos/DVD (Multimedia):</b> Various Audio Recordings</li> </ul>		
<b>Sample Lessons/Learning Activities:</b> <ul style="list-style-type: none"> <li>• Ear Training               <ul style="list-style-type: none"> <li>○ Melodic dictation</li> <li>○ Rhythmic dictation</li> <li>○ Interval recognition</li> <li>○ Chord recognition</li> </ul> </li> <li>• Practice Worksheets               <ul style="list-style-type: none"> <li>○ Score Analysis</li> <li>○ Harmonization of melodies</li> </ul> </li> </ul>		