

# STRATFORD PUBLIC SCHOOLS

## Music Department – AP Music Theory

### Curriculum Scope and Sequence

| HIGH SCHOOL | Concept/Units                              | Application - Students will:  |
|-------------|--|---|
|             | Rhythm/Meter                               | <ul style="list-style-type: none"> <li>• Perform rhythmic patterns and phrases.</li> <li>• Compose rhythmic examples.</li> <li>• Do rhythmic dictations.</li> <li>• Demonstrate knowledge of common rhythms in simple and compound meters.</li> <li>• Demonstrate proficiency in using Stratford’s standard counting system.</li> </ul>   |
|             | Major Scales/Key Signatures                | <ul style="list-style-type: none"> <li>• Perform all major scales on keyboards.</li> <li>• Write all major scales and key signatures.</li> <li>• Identify all major scales and key signatures by sight.</li> <li>• Write the correct order of sharps and flats based on the circle of fifths.</li> <li>• Demonstrate understanding of formal scale degree names and sol-fege names.</li> </ul>  |
|             | Intervals                                  | <ul style="list-style-type: none"> <li>• Recognize all intervals aurally.</li> <li>• Write intervals on the staff in treble, bass, alto, and tenor clefs.</li> <li>• Sing intervals given one pitch.</li> <li>• Use familiar tunes to associate with specific intervals.</li> </ul>   |
|             | Minor Scales/Key Signatures                | <ul style="list-style-type: none"> <li>• Perform all three forms of minor scales on keyboards.</li> <li>• Sing and write all three forms of minor scales.</li> <li>• Identify minor scales within the context of real music.</li> <li>• Demonstrate the difference between relative and parallel minor.</li> <li>• Aurally differentiate between three types of minor scales and major scale.</li> </ul>  |
|             | Triads, Chord Inversions and Chord Symbols | <ul style="list-style-type: none"> <li>• Write all four triad types.</li> <li>• Identify four triad types aurally.</li> <li>• Sing triads.</li> <li>• Demonstrate understanding of 1<sup>st</sup> and 2<sup>nd</sup> inversion triads including inversion symbols.</li> <li>• Identify triads on major and minor scale degrees using Roman Numerals, popular chord symbols, and scale degree names.</li> <li>• Perform triads on keyboard.</li> </ul> |

# STRATFORD PUBLIC SCHOOLS

## Music Department – AP Music Theory

### Curriculum Scope and Sequence

| <b>Concept/Units</b>   | <b>Application - Students will:</b>   |
|--|---|
| Seventh Chords,<br>Inversions and Figured<br>Bass                  | <ul style="list-style-type: none"><li>• Play all seventh chords on keyboards.</li><li>• Write all seventh chords.</li><li>• Identify seventh chords aurally and written in isolation and in musical context.</li></ul>  |
| Melody, Voice-Leading<br>Principles, Root Position<br>Part Writing | <ul style="list-style-type: none"><li>• Create melodies based on simple melody writing rules.</li><li>• Critique melodies based on melody writing rules.</li><li>• Identify part writing errors in three and four part homophonic writing.</li><li>• Write in 3 and 4 part harmony root position triads using proven methods.</li></ul>   |
| Modes and Other Scales   | <ul style="list-style-type: none"><li>• Perform all church modes on the keyboard.</li><li>• Write all church modes.</li><li>• Demonstrate ability to transpose Church Modes into any key.</li><li>• Identify Church modes aurally and written in musical context.</li><li>• Describe the modes in terms of sound (in relation to major and minor scales).</li><li>• Determine the order of modes from brightest to darkest sounding.</li><li>• Identify and perform other scales mentioned above in vocabulary box.</li></ul> |
| Harmonic<br>Progression/Sequences                                  | <ul style="list-style-type: none"><li>• Demonstrate knowledge of sequences through musical analysis.</li><li>• Reproduce the harmonic progression map including common exceptions in major and minor keys.</li><li>• Harmonize a simple melody with the aid of the harmonic progression map.</li></ul>  |
| Phrases/Periods/Cadences   | <ul style="list-style-type: none"><li>• Demonstrate knowledge of all cadences aurally and through analysis of music.</li><li>• Write cadences in 3 and 4 part harmony.</li><li>• Analyze music in terms of phrases and periods aurally and in written form.</li><li>• Create diagrams of musical form based on phrases, periods, and cadences.</li><li>• Recognize a motive and how it is developed in a composition.</li></ul>   |

# STRATFORD PUBLIC SCHOOLS

## Music Department – AP Music Theory

### Curriculum Scope and Sequence

| <b>Concept/Units</b>  | <b>Application - Students will:</b>   |
|---|---|
| Non-Harmonic Tones  | <ul style="list-style-type: none"><li>• Analyze a musical score, Identifying harmonies and specific non chord tones within a musical score.</li><li>• Define in writing and orally each non chord tone type.</li><li>• Activate a harmonic progression by adding appropriate non chord tones.</li></ul>   |
| Secondary Dominants/Leading Tones   | <ul style="list-style-type: none"><li>• Write secondary function chords.</li><li>• Identify secondary function chords in isolation and in a musical score.</li><li>• Identify aurally secondary function bass lines and melody notes.</li><li>• Sing bass lines and melodies using secondary functions with proper altered solfeggio (ex. “f” instead of “fa”).</li></ul> |
| Voice Leading For, and Practical Use Of, Inverted Triads and Seventh Chords | <ul style="list-style-type: none"><li>• Write in 3 and 4 part harmony proper voice leading for seventh chords.</li><li>• Identify three main uses for second inversion triads.</li><li>• Identify practical uses for first inversion triads.</li><li>• Identify and apply the uses for V7 ii7, iio7, viio7 and viie7.</li></ul>   |
| Modulation  | <ul style="list-style-type: none"><li>• Analyze music and label modulations.</li><li>• Write a progression that uses a common chord modulation.</li><li>• Determine the five closely related keys to a given key.</li></ul>   |
| Form  | <ul style="list-style-type: none"><li>• Identify basic musical forms aurally and through score analysis.</li></ul>  |
| Counterpoint  | <ul style="list-style-type: none"><li>• Compose bass lines with a given melody using 18<sup>th</sup> century practice counterpoint.</li></ul>   |

# STRATFORD PUBLIC SCHOOLS

## Music Department – AP Music Theory

### Curriculum Scope and Sequence

| Concept/Units      | Application - Students will:   |
|--------------------|--|
| Sight Singing      | <ul style="list-style-type: none"><li>• Sight sing melodies from the Ottman sight singing book.</li><li>• Sight sing melodies from AP practice tests including compound and simple meter, and major and minor keys.</li><li>• Sight sing bass lines of harmonic progressions.</li><li>• Sight sing 4 part harmony homework assignments.</li><li>• Sing melodic dictations once the answer is revealed.</li><li>• Sing daily.</li></ul>   |
| Harmonic Dictation | <ul style="list-style-type: none"><li>• Notate correct pitches of soprano and bass voices of increasingly longer harmonic progressions performed.</li><li>• Notate a harmonic analysis of notated dictation including Roman numerals and inversion symbols.</li><li>• Identify intervals, triads, seventh chords, scales and mode aurally.</li><li>• Sing bass lines of harmonic progressions.</li><li>• Relate the harmonic progression map to harmonic dictation.</li></ul>  |
| AP Test Review     | <ul style="list-style-type: none"><li>• Sight sing from AP released exams 1999-present.</li><li>• Do melodic dictations from AP Test Free Response Questions 1 &amp; 2.</li><li>• Do harmonic dictations from AP Test Free Response Questions 3&amp; 4.</li><li>• Write 4-part harmony given a Roman Numeral chord progression with inversions from AP Test Free Response Question 5.</li><li>• Realize a figured bass in 4-part harmony from AP Test Free Response Question 6.</li><li>• Write 18<sup>th</sup> century style counterpoint bass line given a soprano melody from AP Test Free Response Question 7.</li><li>• Take multiple choice aural stimulus AP released tests which feature all previously learned material.</li><li>• Take multiple choice written only AP released tests which feature all previously learned material.</li></ul> |

# STRATFORD PUBLIC SCHOOLS

## Music Department – AP Music Theory

### Curriculum Scope and Sequence

| Concept/Units                                      | Application - Students will:  |
|--|---|
| The Art of Reading and Interpreting Music Notation | <ul style="list-style-type: none"><li>• Identify and define interpretive symbols and musical terms appropriate to music being performed.</li><li>• Identify all key signatures and demonstrate understanding of the circle of fifths.</li><li>• Identify all pitches on the staff appropriate to specific instrument.</li><li>• Count rhythms with even and odd subdivisions in simple, compound, and unequal meters using Stratford's district counting system.</li><li>• Demonstrate articulations appropriate to music being performed.</li><li>• Interpret dynamic and tempo markings appropriate to music being performed.</li><li>• Demonstrate understanding of a musical map including 1<sup>st</sup> and 2<sup>nd</sup> endings, Da capo, Dal Segno, codas, abbreviations, etc.</li><li>• Demonstrate a knowledge of percussion notation in music being performed as well as standard rudiments. (percussionists only).</li></ul>  |
| Performing Music Independently and With others     | <ul style="list-style-type: none"><li>• Demonstrate correct fingerings within a practical range of their chosen instrument.</li><li>• Perform all major scales and three forms of minor scales.</li><li>• Perform chromatic scale and other scales that are appropriate to the music being performed.</li><li>• Identify and correctly respond to conducting patterns and cues.</li><li>• Demonstrate a tone quality that is appropriate for ones chosen instrument.</li><li>• Adjust pitch so as to play in tune with fellow musicians.</li><li>• Demonstrate appropriate playing posture and embouchure.</li><li>• Perform musical works from various time periods and various styles from band literature at a grade level of 3-5.</li><li>• Demonstrate proper care for the instrument.</li><li>• Play as an ensemble with refined volume, blend, balance, and tone quality.</li><li>• Demonstrate the ability to tune timpani to various intervals by ear (percussion only).</li><li>• Demonstrate proper rolls on snare drum, timpani, and mallets (percussion only).</li><li>• Demonstrate facility in playing the 26 standard drum rudiments (percussion only).</li></ul> |

# STRATFORD PUBLIC SCHOOLS

## Music Department – AP Music Theory

### Curriculum Scope and Sequence

| <b>Concept/Units</b>  | <b>Application - Students will:</b>  |
|---|--|
| Describing, Analyzing and Creating Music                      | <ul style="list-style-type: none"><li>• Describe musical performances using musical terms such as melody, harmony, rhythm, tempo, intonation, blend, balance, dynamics, and timbre.</li><li>• Describe the basic forms of the music being studied (see vocabulary above).</li><li>• Identify aurally and from music notation triad quality.</li><li>• Identify aurally and from music notation the differences between natural, harmonic, and melodic minor.</li><li>• Improvise a short melody based on a blues and/or pentatonic scale.</li></ul>  |
| Evaluating Music Using Critical Thinking and Listening Skills | <ul style="list-style-type: none"><li>• Aurally identify correct performance of given rhythmic notation in various simple and compound meters.</li><li>• Name the key signatures in the order of the circle of fifths.</li><li>• Match pitch to a standard given note.</li><li>• Aurally and visually identify articulations.</li><li>• Demonstrate an understanding of conducting patterns.</li><li>• Evaluate (verbally and in written form) individual and ensemble performances/rehearsals.</li><li>• Aurally discriminate among various instrumental timbres.</li><li>• Compare own performance to other ensembles performing the same music.</li></ul> |
| Music History and Cultural heritage                           | <ul style="list-style-type: none"><li>• Observe and describe live and/or video recorded performances by professional players and/or composers.</li><li>• Participate in adjudication festivals with professional musician clinicians.</li><li>• Perform music in a variety of styles and periods of composition. This includes a four year cycle of repertoire.</li><li>• Demonstrate self/group confidence, discipline, and acceptable performance and rehearsal decorum.</li><li>• Select and listen to quality music.</li></ul>   |

# STRATFORD PUBLIC SCHOOLS

## Music Department – AP Music Theory

### Curriculum Scope and Sequence

| <b>Concept/Units</b>   | <b>Application - Students will:</b>   |
|--|---|
| Participating in the cultural/musical life of the community through involvement in local and regional music/arts opportunities | <ul style="list-style-type: none"><li>• Participate in solo and ensemble performances.</li><li>• Participate in public performances at school and within the community.</li><li>• Identify opportunities for music performances in the community.</li><li>• Attend live performances by professional musicians.</li></ul> |