Music Theory

Fine Arts
Curriculum Framework

Revised 2014

Course Title: Music Theory
Course/Unit Credit: 1 unit

Course Number: 459010

Teacher Licensure: Please refer to the Course Code Management System (https://adedata.arkansas.gov/ccms/) for the most current licensure
                       codes.
Grades: 9-12
Prerequisite: Band I, Jazz Band I, Orchestra I, Music Lab I, Guitar I, Piano I, or Vocal Music I

Music Theory

Music Theory is an advanced course designed to expand and enhance the skills of the serious high school musician. Students in Music Theory examine components of music composition, melodic practices, theories of harmony, and other musical concepts. Students analyze music from different stylistic periods and develop notation, aural, and sight-reading skills. Emphasis is placed on the application of rhythm, melody, harmony, form, and other compositional devices into original compositions. One year of formal training in music at the high school level is a prerequisite for this course. Music Theory does not require Arkansas Department of Education approval.

Music Theory

Strand	Content Standard
Creating	
	1. Students will generate and conceptualize artistic ideas and work.
	2. Students will organize and develop artistic ideas and work.
	3. Students will refine and complete artistic work.
Presenting	
	4. Students will analyze, interpret, and select artistic work for presentation.
	5. Students will develop and refine artistic work for presentation.
	6. Students will convey meaning through the presentation of artistic work.
Responding	
	7. Students will perceive and analyze artistic work.
	8. Students will interpret intent and meaning in artistic work.
	9. Students will apply criteria to evaluate artistic work.
Connecting	
	10. Students will synthesize and relate knowledge and personal experiences to make art.
	11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Notes:
1. SLEs may be taught in any sequence.
2. Italicized words in this document appear in the glossary.
3. The examples given (e.g.,) are suggestions to guide the instructor.
4. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1

2

Strand: Creating
   Content Standard 1: Students will generate and conceptualize artistic ideas and work.

		CCSS Alignment
CR.1.MT.1	Experiment with *expressive elements* to create sounds and short musical ideas that represent personal experiences and/or storylines	CCRA.R.4, 5 CCRA.W.6 CCRA.SL.4 CCRA.L.6
CR.1.MT.2	Experiment with *expressive elements* to create sounds and short musical ideas that represent moods, visual images, and abstract ideas	CCRA.R.4, 5 CCRA.W.6 CCRA.SL.4 CCRA.L.6
CR.1.MT.3	Experiment with the *elements of music* to create sounds and short musical ideas that represent personal experiences and/or storylines	CCRA.R.4, 5 CCRA.W.6 CCRA.SL.4 CCRA.L.6
CR.1.MT.4	Experiment with the *elements of music* to create sounds and short musical ideas that represent moods, visual images, and abstract ideas	CCRA.R.4, 5 CCRA.W.6 CCRA.SL.4 CCRA.L.6
CR.1.MT.5	Explain the influence of an audience's response to a composition on future compositions	CCRA.R.6 CCRA.SL.1, 3, 4 CCRA.L.6

Key: CR.1.MT.1 = Creating.Content Standard 1.Music Theory.1st Student Learning Expectation

Strand: Creating
Content Standard 2: Students will organize and develop artistic ideas and work.

		CCSS Alignment
CR.2.MT.1	Organize sounds or short musical ideas to create drafts of music using selected experiences, moods, images, or storylines within simple *forms* (e.g., one part, cyclical, binary, ternary, rondo)	CCRA.R.2 CCRA.W.2, 4 CCRA.SL.4 CCRA.L.6
CR.2.MT.2	Compose music in *common practice style,* including the use of *non-harmonic tones* (e.g., single melody line, harmony with existing melody, four-part chorale *style)*	CCRA.W.2, 4, 8 CCRA.SL.4 CCRA.L.6
CR.2.MT.3	Utilize note names, *standard notation*, and musical symbols on the grand staff when creating drafts of music	CCRA.R.2, 3, 4, 10 CCRA.W.2, 8 CCRA.SL.1, 4 CCRA.L.6
CR.2.MT.4	Notate scales in various key signatures on the grand staff including chromatic scales, major scales, and natural, harmonic, and melodic minor scales	CCRA.W.2, 4, 8 CCRA.SL.4 CCRA.L.6

Music Theory: Creating
Fine Arts Curriculum Framework
Arkansas Department of Education
Revised 2014

Key: CR.2.MT.1 = Creating.Content Standard 2.Music Theory.1st Student Learning Expectation

Strand: Creating
     Content Standard 3: Students will refine and complete artistic work.

		CCSS Alignment
CR.3.MT.1	Apply teacher-provided criteria to assess and refine a draft musical composition	CCRA.R.1, 8 CCRA.W.5, 9, 10 CCRA.SL.2, 3, 4
CR.3.MT.2	Use notation, technology, or live or recorded performance to complete a musical composition	CCRA.R.8 CCRA.W.2, 4, 5, 10
CR.3.MT.3	Apply feedback during the personal creative process	CCRA.R.8 CCRA.W.1, 4, 8, 9 CCRA.SL.1, 3, 4

Key: CR.3.MT.1 = Creating.Content Standard 3.Music Theory.1st Student Learning Expectation

Strand: Presenting
   Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

		CCSS Alignment
P.4.MT.1	Analyze the *elements of music* for the purpose of selecting musical works for performance	CCRA.R.1, 5, 6 CCRA.W.1, 4, 9 CCRA.SL.1 CCRA.L.6
P.4.MT.2	Explain the manner in which the *elements of music* reflect style and mood in selected works	CCRA.R.1 CCRA.SL.1, 4 CCRA.L.6
P.4.MT.3	Explain the manner in which the *elements of music* affect performance of music	CCRA.R.1 CCRA.SL.1, 4 CCRA.L.6

Key: P.4.MT.1 = Presenting.Content Standard 4.Music Theory.1st Student Learning Expectation

Strand: Presenting
Content Standard 5: Students will develop and refine artistic work for presentation.

		CCSS Alignment
P.5.MT.1	Refine musical work in terms of the *elements of music*, *style*, and mood, using established criteria and feedback	CCRA.R.1, 5, 6 CCRA.W.2, 8, 9 CCRA.SL.1, 3, 4 CCRA.L.6
P.5.MT.2	Analyze rhythmic patterns and note values, including dotted notes, in a variety of meters and tempos	CCRA.R.1, 3, 5, 10 CCRA.W.1, 2, 4, 7, 9 CCRA.SL.4, 6
P.5.MT.3	Analyze selected musical compositions for *chord structure* and progression, key signature, *form*, and other compositional devices	CCRA.R.2, 3, 4, 10 CCRA.W.2, 4, 8, 9 CCRA.SL.4 CCRA.L.6
P.5.MT.4	Identify harmonic and melodic intervals aurally and visually (e.g., 2nd, 3rd, *consonant*, *dissonant*, Perfect 4th, Perfect 5th)	CCRA.R.1, 4, 5, 9, 10 CCRA.W.2, 4, 9 CCRA.SL.4, 5, 6 CCRA.L.6
P.5.MT.5	Identify *voice-leading conventions* for writing four-part harmony (e.g., avoiding parallel perfect intervals, spacing of less than an octave between adjacent upper voices, proper resolution of tendency tones)	CCRA.R.1, 4, 5, 9, 10 CCRA.W.2, 4, 8 CCRA.SL.4, 5, 6 CCRA.L.6
P.5.MT.6	Transcribe short rhythmic and melodic phrases as dictated	CCRA.W.3, 4, 6, 9 CCRA.SL.1, 4, 6

Key: P.5.MT.1 = Presenting.Content Standard 5.Music Theory.1st Student Learning Expectation

Strand: Presenting
Content Standard 6: Students will convey meaning through the presentation of artistic work.

		CCSS Alignment
P.6.MT.1	Discuss effective uses of the *elements of music* to convey meaning in live or recorded performance	CCRA.R.1, 4 CCRA.W.1, 2, 8, 9 CCRA.SL.1, 5 CCRA.L.6

Key: P.6.MT.1 = Presenting.Content Standard 6.Music Theory.1st Student Learning Expectation

Strand: Responding
Content Standard 7: Students will perceive and analyze artistic work.

		CCSS Alignment
R.7.MT.1	Compare major, minor, and *atonal tonality* in selected musical examples	CCRA.R.9 CCRA.W.2, 4, 7, 9 CCRA.SL.4, 6 CCRA.L.6
R.7.MT.2	Distinguish between music of different *genres* and time periods	CCRA.R.6, 9, 10 CCRA.W.2, 4, 8, 9 CCRA.SL.4, 5

Music Theory: Responding
Fine Arts Curriculum Framework
Arkansas Department of Education
Revised 2014

Key: R.7.MT.1 = Responding.Content Standard 7.Music Theory.1st Student Learning Expectation

Strand: Responding
     Content Standard 8: Students will interpret intent and meaning in artistic work.

		CCSS Alignment
R.8.MT.1	Articulate the composer's intent in varied works, citing evidence based on the *elements of music* and *expressive elements* in a selected work	CCRA.R.4, 6, 8 CCRA.W.1, 4, 8, 9 CCRA.SL.1, 2, 3, 4 CCRA.L.6
R.8.MT.2	Justify a personal interpretation of varied works, citing evidence based on the *elements of music* and *expressive elements* in a selected work	CCRA.R.4, 6, 8 CCRA.W.1, 4, 8, 9 CCRA.SL.1, 2, 3, 4 CCRA.L.6

Key: R.8.MT.1 = Responding.Content Standard 8.Music Theory.1st Student Learning Expectation

Strand: Responding
Content Standard 9: Students will apply criteria to evaluate artistic work.

		CCSS Alignment
R.9.MT.1	Apply student-developed criteria based on *common practice style* to evaluate artistic work	CCRA.R.4, 6 CCRA.W.1, 4, 7, 9 CCRA.SL.1, 3, 4 CCRA.L.6
R.9.MT.2	Apply student-developed criteria based on the *elements of music* and *expressive elements* to evaluate artistic work	CCRA.R.4, 6 CCRA.W.1, 4, 7, 9 CCRA.SL.1, 3, 4 CCRA.L.6

Key: R.9.MT.1 = Responding.Content Standard 9.Music Theory.1st Student Learning Expectation

Strand: Connecting

Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

		CCSS Alignment
CN.10.MT.1	Explain the relationship between personal experience and the composition, performance, and appreciation of music	CCRA.R.1, 6, 8 CCRA.W.1, 4, 9 CCRA.SL.1, 3, 4, 6 CCRA.L.6
CN.10.MT.2	Explain the relationship between musical knowledge and the composition, performance, and appreciation of music	CCRA.R.1, 6, 8 CCRA.W.1, 4, 9 CCRA.SL.1, 3, 4, 6 CCRA.L.6

Key: CN.10.MT.1 = Connecting.Content Standard 10.Music Theory.1st Student Learning Expectation

Strand: Connecting

Content Standard 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

		CCSS Alignment
CN.11.MT.1	Evaluate contributions of musical composers from a variety of time periods and cultures	CCRA.R.1 CCRA.W.1, 4, 7, 8, 9 CCRA.SL.1, 2, 3, 4 CCRA.L.6
CN.11.MT.2	Discuss legal issues in relation to music performance, production, and publishing (e.g., copyright)	CCRA.R.1, 7, 10 CCRA.W.7, 8 CCRA.SL.1, 4 CCRA.L.6

Key: CN.11.MT.1 = Connecting.Content Standard 11.Music Theory.1st Student Learning Expectation

Atonal	Music that lacks a central key or scale
Chord structure	The arrangement of two or more tones (usually three) sounding simultaneously in various inversions (e.g., major, minor, diminished, augmented, 7th)
Common practice style	Style of composition employed by composers during the period of music between 1650-1800
Consonant	An accord of sounds sweet and pleasing to the ear
Dissonant	Two or more notes sounded together which are discordant
Elements of music	Melody, harmony, rhythm, form
Expressive elements	Texture, dynamics, timbre, tempo
Form	The overall plan of a piece of music (e.g., AB, ABA, rondo)
Genre	Style, category, class, or type of music
Non-harmonic tone	In part writing, a non-harmonic tone is a note that is dissonant with other notes in the same chord, usually resolved in the next chord
Standard notation	System for visually representing musical sound that is in widespread use; such systems include traditional music staff notation, tablature notation (primarily for fretted stringed instruments), and lead-sheet notation
Style	Characteristics of particular people or groups of people or periods that make genres of music unique
Tonality	The perceived key center of a piece of music (e.g., major, minor, modal)
Voice-leading conventions	Standards of compositional technique employed during the Common Practice Period (e.g., avoiding parallel perfect intervals, spacing of less than an octave between adjacent upper voices, proper resolution of tendency tones)

Contributors

The following people contributed to the development of this document:

Dr. Deborah Barber – Arkansas Tech University	Steve Holder – Rose Bud School District
Kaci Berry – Springdale School District	Alexander Michaels – El Dorado School District
Kerry Blakemore – Pulaski County Special School District	Patrick Mugridge – Helena/West Helena School District
Casey Buck – Conway School District	Karen Murphy – Greenwood School District
Jeremy Carter – Corning School District	Dr. I.J. Routen – Little Rock School District
Laura Cornelius – Arkadelphia School District	Bennie Vincent – Monticello School District
James Hatch – Pulaski County Special School District	John Wilkerson – Star City School District