

**Scope and Sequence**  
**Music: Music Technology and Theory – Grades 10-12**

Unit: Melody

- a. Analysis and harmonization of melodies.
- b. Composition and notation of melodies.
- c. Performance of melodies.

Unit: Harmony

- a. Analysis of music, which contains harmony.
- b. Harmonization of melodies.
- c. Arrangement, composition, and notation of music, which contains harmony.
- d. Performance of music, which contains harmony.

Unit: Timbre

- a. Arrangement, composition, orchestration, and notation of music for voices and instruments utilizing a variety of timbres.
- b. Performance of music using a variety of different timbres.

Unit: Rhythm

- a. Audiation, analysis, composition, and notation of rhythms.
- b. Performance of rhythms.

Unit: Simple Musical Forms

- a. Analysis and identification of simple musical forms.
- b. Composition of simple musical forms.

## Music Planned Course: Music Technology and Theory – Grades 10-12

Unit: **Melody**

Content Standard: **Analyze, harmonize, compose, notate, and perform melodies.**

State Curriculum Standard: **9.1.9-1A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: pitch.**

**9.1.9-1B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, play an instrument, read and notate music, and compose and arrange.**

**9.3.9-1A Explain and apply the critical examination processes of works in the arts and humanities. (Analyze)**

Course Content	Student Performance	Resources	Assessments
A. Analysis and Harmonization of Melodies	<ul style="list-style-type: none"> <li>Spell, identify, and utilize all terms and concepts from Level I and II plus diminished triads and 7<sup>th</sup> chords, diatonic 7<sup>th</sup> chords, borrowed chords, augmented 6<sup>th</sup> chords, 9<sup>th</sup>, 11<sup>th</sup>, and 13<sup>th</sup> chords</li> </ul>	<ul style="list-style-type: none"> <li><u>Elementary and Advanced Harmony, 4<sup>th</sup> Editions</u> (Prentice Hall, 1989)</li> <li>Blank staff paper</li> <li>Blackboard</li> <li>Piano/keyboard</li> <li>Handouts</li> <li>Notebook</li> <li>Lectures</li> <li>Demonstrations</li> <li>Recordings</li> <li>Computers, with Finale notation software, Performer sequencing software, Practica Musica ear training software</li> <li>Sound modules</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Test</li> <li>Completion of Practica Musica melody drills</li> <li>Teacher observation</li> <li>Student demonstration</li> </ul>

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Unit: **Melody**

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**9.3.9-1A Explain and apply the critical examination processes of works in the arts and humanities. (Analyze)**

Course Content	Student Performance	Resources	Assessments
B. Composition and Notation of Melodies	<ul style="list-style-type: none"> <li>Using Finale, notate original melodies, transpose melodies, assign different patches to melodies, and construct a lead sheet with text</li> <li>Sequence melodies</li> </ul>	<ul style="list-style-type: none"> <li><u>Elementary and Advanced Harmony, 4<sup>th</sup> Editions</u> (Prentice Hall, 1989)</li> <li>Blank staff paper</li> <li>Blackboard</li> <li>Piano/keyboard</li> <li>Handouts</li> <li>Notebook</li> <li>Lectures</li> <li>Demonstrations</li> <li>Recordings</li> <li>Computers, with Finale notation software, Performer sequencing software, Practica Musica ear training software</li> <li>Sound modules</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Test</li> <li>Completion of Practica Musica melody drills</li> <li>Teacher observation</li> <li>Student demonstration</li> </ul>

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Unit: **Melody**

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State Curriculum Standard: **9.1.9-1A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: pitch.**  
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**9.3.9-1A Explain and apply the critical examination processes of works in the arts and humanities. (Analyze)**

Course Content	Student Performance	Resources	Assessments
C. Performance of Melodies	<ul style="list-style-type: none"> <li>• Use Finale playback features to perform melodies</li> <li>• Sight sing melodic excerpts</li> <li>• Perform melodies on piano</li> <li>• Play sequenced melodies, using Performer</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Elementary and Advanced Harmony, 4<sup>th</sup> Editions</u> (Prentice Hall, 1989)</li> <li>• Blank staff paper</li> <li>• Blackboard</li> <li>• Piano/keyboard</li> <li>• Handouts</li> <li>• Notebook</li> <li>• Lectures</li> <li>• Demonstrations</li> <li>• Recordings</li> <li>• Computers, with Finale notation software, Performer sequencing software, Practica Musica ear training software</li> <li>• Sound modules</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Practica Musica melody drills</li> <li>• Solo/group performances, both live and electronic, of original musical compositions</li> <li>• Solo/group sight singing performances of single line excerpts</li> <li>• Teacher observation</li> <li>• Student demonstration</li> </ul>

## Music Planned Course: Music Technology and Theory – Grades 10-12

Unit: **Harmony**

Content Standard: **Analyze, harmonize, arrange, compose, notate and perform music that contains harmony.**

State Curriculum Standard: **9.1.9-1A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: pitch.**

**9.1.9-1B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, play an instrument, read and notate music, and compose and arrange.**

**9.3.9-1A Explain and apply the critical examination processes of works in the arts and humanities. (Analyze)**

Course Content	Student Performance	Resources	Assessments
A. Analysis of Music which Contains Harmony	<ul style="list-style-type: none"> <li>• Spell, identify, and utilize all terms and concepts from Level I and II, plus diminished triads and 7<sup>th</sup> chords, diatonic 7<sup>th</sup> chords, borrowed chords, augmented 6<sup>th</sup> chords, 9<sup>th</sup>, 11<sup>th</sup>, and 13<sup>th</sup> chords</li> <li>• Apply complex figured bass symbols to extended excerpts</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Elementary and Advanced Harmony, 4<sup>th</sup> Editions</u> (Prentice Hall, 1989)</li> <li>• Blank staff paper</li> <li>• Blackboard</li> <li>• Piano/keyboard</li> <li>• Handouts</li> <li>• Notebook</li> <li>• Lectures</li> <li>• Demonstrations</li> <li>• Recordings</li> <li>• Computers, with Finale notation software, Performer sequencing software, Practica Musica ear training software</li> <li>• Sound modules</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Test</li> <li>• Project</li> <li>• Teacher observation</li> <li>• Student demonstration</li> </ul>

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Unit: **Harmony**

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**9.3.9-1A Explain and apply the critical examination processes of works in the arts and humanities. (Analyze)**

Course Content	Student Performance	Resources	Assessments
B. Harmonization of Melodies	<ul style="list-style-type: none"> <li>Choose appropriate harmony for melodies</li> <li>Utilize complex chord progressions and cadences</li> </ul>	<ul style="list-style-type: none"> <li><u>Elementary and Advanced Harmony, 4<sup>th</sup> Editions</u> (Prentice Hall, 1989)</li> <li>Blank staff paper</li> <li>Blackboard</li> <li>Piano/keyboard</li> <li>Handouts</li> <li>Notebook</li> <li>Lectures</li> <li>Demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Test</li> <li>Project</li> <li>Teacher observation</li> <li>Student demonstration</li> </ul>
C. Arrangement, Composition, and Notation of Music which Contains Harmony	<ul style="list-style-type: none"> <li>Use Finale                             <ul style="list-style-type: none"> <li>Notate harmonic structures</li> <li>Transpose harmonic structures</li> <li>Compose original choral with piano and instrumental obligato and score it on computer</li> <li>Compose original instrumental ensemble and score it on computer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><u>Elementary and Advanced Harmony, 4<sup>th</sup> Editions</u> (Prentice Hall, 1989)</li> <li>Blank staff paper</li> <li>Blackboard</li> <li>Piano/keyboard</li> <li>Handouts</li> <li>Notebook</li> <li>Lectures</li> <li>Demonstrations</li> <li>Recordings</li> <li>Computers, with Finale notation software, Performer sequencing software, Practica Musica ear training software</li> <li>Sound modules</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Test</li> <li>Project</li> <li>Teacher observation</li> <li>Student demonstration</li> </ul>

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Unit: **Harmony**

Content Standard: **Analyze, harmonize, arrange, compose, notate and perform music that contains harmony.**

State Curriculum Standard: **9.1.9-1A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: pitch.**

**9.1.9-1B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, play an instrument, read and notate music, and compose and arrange.**

**9.3.9-1A Explain and apply the critical examination processes of works in the arts and humanities. (Analyze)**

Course Content	Student Performance	Resources	Assessments
D. Performance of Music which Contains Harmony	<ul style="list-style-type: none"> <li>Sight sing vocal compositions</li> <li>Perform complex harmonizations on piano</li> <li>Use Finale playback features to perform harmonizations and pieces</li> <li>Play sequenced harmonizations using Performer</li> <li>Sing music in multiple parts</li> </ul> <p><u>Enrichment</u></p> <ul style="list-style-type: none"> <li>Individual work with “Practica Musica” computer software for extra credit</li> </ul> <p><u>Remediation</u></p> <ul style="list-style-type: none"> <li>Repetition of performances</li> </ul>	<ul style="list-style-type: none"> <li><u>Melodia</u> (Oliver Ditson Company, 1909)</li> <li>Blank staff paper</li> <li>Blackboard</li> <li>Piano/keyboard</li> <li>Notebook</li> <li>Computers, with Finale notation software and Performer sequencing software</li> <li>Sound modules</li> </ul>	<ul style="list-style-type: none"> <li>Solo/group performances, both live and electronic, of original musical compositions</li> <li>Solo/group sight singing performances of duets and music in multiple parts</li> <li>Teacher observation</li> <li>Student demonstration</li> </ul>

## Music Planned Course: Music Technology and Theory – Grades 10-12

Unit: **Timbre**

Content Standard: **Arrange, compose, notate and perform music that contains a variety of timbres.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: timbre.**

**9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, play an instrument, read and notate music, and compose and arrange.**

Course Content	Student Performance	Resources	Assessments
A. Arrangement, Composition, Orchestration, and Notation of Music for Voices and Instruments Utilizing a Variety of Timbres	<ul style="list-style-type: none"> <li>• Listen to recordings</li> <li>• Score part writing exercises for a variety of different instruments</li> <li>• Transpose excerpts</li> <li>• Transcribe excerpts</li> <li>• Listen to instrument demos</li> <li>• Voice demonstrations</li> <li>• Write original choral piece with instruments and score it on Finale notation program</li> <li>• Write original instrumental piece and record it on Performer sequencing program</li> <li>• Transcribe MIDI files from Performer to Finale</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Elementary and Advanced Harmony, 4<sup>th</sup> Editions</u> (Prentice Hall, 1989)</li> <li>• Blank staff paper</li> <li>• Blackboard</li> <li>• Piano/keyboard</li> <li>• Transposition guide</li> <li>• Recordings</li> <li>• Handouts</li> <li>• Notebook</li> <li>• Lectures</li> <li>• Instruments</li> <li>• Voices</li> <li>• Computers, with Finale notation software and Performer sequencing software</li> <li>• Sound modules</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Test</li> <li>• Project</li> <li>• Teacher observation</li> <li>• Student demonstration</li> </ul>

## Music Planned Course: Music Technology and Theory – Grades 10-12

Unit: **Timbre**

Content Standard: **Arrange, compose, notate and perform music that contains a variety of timbres.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: timbre.**

**9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, play an instrument, read and notate music, and compose and arrange.**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
B. Performance of Music Using a Variety of Different Timbres	<ul style="list-style-type: none"> <li>• Sing vocal compositions</li> <li>• Use Finale playback features to perform pieces demonstrating a variety of different timbres</li> <li>• Play pieces using “live” vocalists and instrumentalists</li> </ul>	<ul style="list-style-type: none"> <li>• Blank staff paper</li> <li>• Blackboard</li> <li>• Piano/keyboard</li> <li>• Notebook</li> <li>• Instruments</li> <li>• Voices</li> <li>• Computers, with Finale notation software and Performer sequencing software</li> <li>• Sound modules</li> </ul>	<ul style="list-style-type: none"> <li>• Solo/group performances, both live and electronic, of original musical compositions</li> <li>• Teacher observation</li> <li>• Student demonstration</li> </ul>

## Music Planned Course: Music Technology and Theory – Grades 10-12

Unit: **Rhythm**

Content Standard: **Hear, analyze, write, compose, notate, and perform rhythms.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration.**

**9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, play an instrument, read and notate music, and compose and arrange.**

Course Content	Student Performance	Resources	Assessments
A. Audiation, Analysis, Composition, and Notation of Rhythms	<ul style="list-style-type: none"> <li>• Transcribe rhythms</li> <li>• Label rhythms with up and down arrows</li> <li>• Label rhythms with numbers and plus signs</li> <li>• Take computer generated rhythmic dictation</li> <li>• Take computer-generated melodic and rhythmic dictation</li> <li>• Write melodies</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Elementary and Advanced Harmony, 4<sup>th</sup> Editions</u> (Prentice Hall, 1989)</li> <li>• Blank staff paper</li> <li>• Blackboard</li> <li>• Piano/keyboard</li> <li>• Transposition guide</li> <li>• Handouts</li> <li>• Notebook</li> <li>• Lectures</li> <li>• Instruments</li> <li>• Voices</li> <li>• Computers, with Finale notation software and Performer sequencing software</li> <li>• Practica Musica software</li> <li>• Sound modules</li> <li>• Metronome</li> <li>• <u>Melodia</u> (Oliver Ditson Company, 1909)</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Practica Musica rhythmic drills</li> <li>• Quiz</li> <li>• Test</li> <li>• Projects</li> <li>• Teacher observation</li> <li>• Student demonstration</li> </ul>

## Music Planned Course: Music Technology and Theory – Grades 10-12

Unit: **Rhythm**

Content Standard: **Hear, analyze, write, compose, notate, and perform rhythms.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration.**

**9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, play an instrument, read and notate music, and compose and arrange.**

Course Content	Student Performance	Resources	Assessments
B. Performance of Rhythms	<ul style="list-style-type: none"> <li>Practice with a metronome</li> <li>Count, clap and tap rhythmic examples</li> <li>Sightsing melodic exercises with correct execution of rhythms</li> </ul> <p><u>Enrichment</u></p> <ul style="list-style-type: none"> <li>Individual work with “Practica Musica” computer software for extra credit</li> </ul> <p><u>Remediation</u></p> <ul style="list-style-type: none"> <li>Repetition of performances</li> </ul>	<ul style="list-style-type: none"> <li><u>Elementary and Advanced Harmony, 4<sup>th</sup> Editions</u> (Prentice Hall, 1989)</li> <li>Blank staff paper</li> <li>Blackboard</li> <li>Piano/keyboard</li> <li>Transposition guide</li> <li>Handouts</li> <li>Notebook</li> <li>Lectures</li> <li>Instruments</li> <li>Voices</li> <li>Computers, with Finale notation software and Performer sequencing software</li> <li>Practica Musica software</li> <li>Sound modules</li> <li>Metronome</li> <li><u>Melodia</u> (Oliver Ditson Company, 1909)</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Practica Musica rhythmic drills</li> <li>Solo/group performances of rhythmic exercises</li> <li>Solo/group performances of melodic exercises</li> <li>Solo/group performances, both live and electronic, of original musical compositions</li> <li>Teacher observation</li> <li>Student demonstration</li> </ul>

## Music Planned Course: Music Technology and Theory – Grades 10-12

Unit: **Simple Musical Forms**

Content Standard: **Analyze, identify, and construct simple musical forms.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre, genre, harmony, texture, and rhythm.**

**9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, play an instrument, read and notate music, and compose and arrange.**

Course Content	Student Performance	Resources	Assessments
A. Analysis and Identification of Simple Musical Forms	<ul style="list-style-type: none"> <li>Analyze and identify all simple musical forms from Level I and II, plus binary and ternary form</li> </ul>	<ul style="list-style-type: none"> <li><u>Elementary and Advanced Harmony, 4<sup>th</sup> Editions</u> (Prentice Hall, 1989)</li> <li>Blank staff paper</li> <li>Demonstrations</li> <li>Piano/keyboard</li> <li>Transposition guide</li> <li>Handouts</li> <li>Notebook</li> <li>Computers, with Finale notation software and Performer sequencing software</li> <li>Sound modules</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Test</li> <li>Teacher observation</li> <li>Student demonstration</li> </ul>
B. Composition of Simple Musical Forms	<ul style="list-style-type: none"> <li>Write original pieces using binary and/or ternary forms, notating it on the computer for printout and playback</li> </ul> <p><u>Remediation</u></p> <ul style="list-style-type: none"> <li>Revision of projects</li> </ul>	<ul style="list-style-type: none"> <li><u>Elementary and Advanced Harmony, 4<sup>th</sup> Editions</u> (Prentice Hall, 1989)</li> <li>Blank staff paper</li> <li>Demonstrations</li> <li>Piano/keyboard</li> <li>Transposition guide</li> <li>Handouts</li> <li>Notebook</li> <li>Lectures</li> <li>Computers, with Finale notation software and Performer sequencing software</li> <li>Sound modules</li> </ul>	<ul style="list-style-type: none"> <li>Projects</li> <li>Teacher observation</li> <li>Student demonstration</li> </ul>

