



PISCATAWAY TOWNSHIP SCHOOLS

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Advanced Placement Music Theory

Content Area: Music
Grade Span: Grades 10-12
Revised by: Matthew Worden
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COURSE OVERVIEW

Description		
<p>This course will allow those students who have an aptitude for music theory and appreciation to further learn advanced skills that will make them eligible to receive AP credit. Students will develop their recognition of understanding materials and processes through identification of musical scores while developing an understanding of compositional techniques. Skills developed will include notation, composition, and knowledge of terminology along with performance, analysis, and oral skills.</p> <p>Prerequisite: Acceptance by portfolio of student work or approval by music teacher.</p>		
Goals		
<ul style="list-style-type: none"> - Basics of Music Theory (Rhythm, Melody, Harmony) - Melodic Composition - Harmonic Composition - Compositional Techniques (Basic and Advanced) - Aural Skills 		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Music theory Rudiments-Part 1	1 MP
Unit 2	Music Theory Rudiments – Part 2	1 MP
Unit 3	Foundations of Melodic Composition	2 MP
Unit 4	Foundations of Harmonic Composition	2 MP
Unit 5	Advanced Compositional Techniques	3 MP
Unit 6	Dictation and Ear-Training	4 MP
Resources		
<p>Suggested Resources: Anthology of Music for Analysis (Kostka and Graybill) Harvard Concise Dictionary of Music Music for Sight Singing (Ottman) Music in Theory and Practice (Benward and Saker) Tonal Harmony (Kostka and Payne)</p> <p>Software: Sibelius Notation Program Auralia – Ear Training Alfred Music Theory</p> <p>Web Resources Collegeboard AP Central</p> <p>See each unit for specific assessment/activity suggestions with regard to structure.</p>		

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale	
<p>This course will allow those students who have an aptitude for music theory and appreciation to further learn advanced skills that will make them eligible to receive AP credit. Students will develop their recognition of understanding materials and processes through identification of musical scores while developing an understanding of compositional techniques. Skills developed will include notation, composition, and knowledge of terminology along with performance, analysis, and oral skills.</p>	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.3B.12prof.Cr1a	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
1.3B.12acc.Cr1a	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
Anchor Standard 2: Organizing and Developing Ideas	
1.3B.12prof.Cr2a	Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
1.3B.12prof.Cr2b	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
1.3B.12acc.Cr2a	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines
1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
Anchor Standard 3: Refining and Completing Products	
1.3B.12prof.Cr3a:	Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
1.3B.12prof.Cr3b	Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
1.3B.12acc.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
1.3B.12adv.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.3B.12prof.Pr4a	Identify and select specific excerpts, passages, or sections in musical works that

	express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
1.3B.12prof.Pr4b	Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.
1.3B.12prof.Pr4c:	Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.	
1.3B.12prof.Pr5b	Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.
1.3B.12prof.Pr5c	Identify and implement strategies for improving the technical and expressive aspects of multiple works.
Anchor Standard 6 Conveying Meaning Through Art	
1.3B.12prof.Pr6a	Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.
1.3B.12prof.Pr6b	Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
1.3B.12acc.Pr6a	Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.
1.3B.12acc.Pr6b	Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.
Anchor Standard 7 Perceiving and Analyzing Products	
1.3B.12prof.Re7b	Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood and context, and describe how the analysis provides models for personal growth as a composer, performer and/or listener.
Anchor Standard 8 Interpreting intent and meaning	
1.3B.12prof.Re8a	Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.
Anchor Standard 9 Applying criteria to evaluate products.	
1.3B.12prof.Re9a	Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
1.3B.12prof.Re9a	Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3B.12prof.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

UNIT 1: Music Theory Rudiments – Part 1

Summary and Rationale	
Students will understand the importance of notation and theory as they look to further explore music.	
Recommended Pacing	
First Marking Period	
State Standards	
Anchor Standard 3: Refining and Completing Products	
1.3B.12prof.Cr3b	Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.3B.12prof.Pr4b	Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.
Anchor Standard 7: Perceiving and Analyzing Products	
1.3B.12prof.Re7b	Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood and context, and describe how the analysis provides models for personal growth as a composer, performer and/or listener.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Basic music notation is essential to any music related field. • The level of comprehension of music theory will impact the outcome of overall understanding. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What are the most common rhythmic symbols used in music notation? • How can you determine what a specific note is on a musical staff? • How is music organized as far as pitch, rhythm, tempo, speed, etc.? 	
Objectives	
<p>Students will know:</p> <p>Unit Skills</p> <ul style="list-style-type: none"> • Make use of basic music theory notation in order to understand how it is used. • Use proper musical symbols such as rhythmic values, notes, crescendos, accents, etc. • Define those terms which are necessary for understanding how they are used. • Select proper rhythmic values in a creative context, that is appropriate for a given time signature. • Identify pitches using multiple clefs. <p>Knowledge</p> <ul style="list-style-type: none"> • The essential elements of basic music theory including rhythm, meter, tempo, time signatures, pitch and clefs. 	

- Proper use of musical symbols such as note values, pitch discrepancy, dynamics, articulation, etc.
- The definitions of music theory specify terminology such as, half note, key signature, meter, allegro, rhythm, etc.
- How to use specific rhythmic values as they relate to a given time signature.
- How to identify specific pitches as defined by their placement on a musical staff.

Resources

Assessment Suggestions:

Reading the Staff

Applying Note Values

Symbols and Markings

Time Signatures

Rubrics

UNIT 2: Music Theory Rudiments Part 2

Summary and Rationale	
Students will further explore key signatures, intervals, and chords as they develop skills with further rudiments of music theory.	
Recommended Pacing	
First Marking Period	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.3B.12prof.Cr1a	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
Anchor Standard 2: Organizing and Developing Ideas	
1.3B.12prof.Cr2b	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
Anchor Standard 3: Refining and Completing Products	
1.3B.12prof.Cr3b	Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
Anchor Standard 7: Perceiving and Analyzing Products	
1.3B.12prof.Re7b	Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood and context, and describe how the analysis provides models for personal growth as a composer, performer and/or listener.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The rudiments of music theory are essential in order to understand and comprehend music notation. • Key signatures, scales, intervals and chords are an integral part of any musical composition. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How can you decipher one key signature from another? • What are the shortcuts used to identify different key signatures? • What is the intervallic makeup of all major and minor scales? 	
Objectives	
<p>Students will know:</p> <p>Unit Skills</p> <ul style="list-style-type: none"> • Identify all the sharp and flat key signatures. • Label both the type and quality of harmonic and melodic intervals. • Identify and write the different types of traditional chords. • Write a major and minor scale by using the interval patterns. 	

Knowledge

- The various methods used in order to identify different key signatures.
- The proper method of counting the distance in melodic and harmonic intervals.
- The basic differences between the standard chords: Major, Minor, Augmented, and Diminished

Resources**Assessment Suggestions:**

Writing Major and Minor Scales

Writing and Identifying Key Signatures

Writing and Identifying Intervals

Rubrics

UNIT 3: Foundations of Melodic Composition

Summary and Rationale	
Students will understand and explore the foundations of melodic composition by using ear-training, notation, and compositional techniques.	
Recommended Pacing	
Second Marking Period	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
1.3B.12prof.Cr1a	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
1.3B.12acc.Cr1a	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
Anchor Standard 2 Organizing and Developing Ideas	
1.3B.12prof.Cr2a	Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
1.3B.12prof.Cr2b	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
1.3B.12acc.Cr2a	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines
1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.	
1.3B.12prof.Pr5c	Identify and implement strategies for improving the technical and expressive aspects of multiple works.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3B.12prof.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • There are many different types of non-harmonic tones that can be used in melodic composition. • The use of non-harmonic tones in a melody will enhance both the single melodic line as well as the overall effect of the piece from a harmonic standpoint. • Figured bass is a numerical system of composition that identifies the melodic line by way of interpretation of the numbers. • Melodies are made up of a number of smaller sections called phrases. 	

- Phrases are combined to create larger sections called periods, which then create forms.

Unit Essential Questions

- What are the different types of non-harmonic tones that are used in melodic composition?
- How are the different non-harmonic tones used to enhance the melodic line?
- What is the basic concept of figured bass, and how does it relate to a melodic line?
- How do you identify a phrase?
- How can phrases be combined to form periods?
- How can phrases and periods be combined to create form in musical composition?

Objectives

Students will know:

Unit Skills

- Use the many different types of non-harmonic tones in different types of compositional settings.
- Understand and interpret the numerical system of figured bass in order to compose a simple melody.
- Identify musical phrases in a piece of music.
- Compose musical phrases in the form of a simple melody.
- Combine musical phrases in a way that will create larger structures in music called periods and form.

Knowledge

- The many different types of non-harmonic tones used in melodic composition.
- How to use the many different types of non-harmonic tones, and in what type of compositional setting to use which ones.
- That figured bass is a numerical system used to help compose a melody.
- That musical phrases are structured similarly to sentence structure, which will help them to identify phrases.
- Phrases and periods are used to create larger structures in music called forms.

Resources

Assessment Suggestions:

Introduction to non-harmonic tones
 Introduction to Figured Bass
 Musical Phrases
 Rubrics

UNIT 4: Foundations of Harmonic Composition

Summary and Rationale	
Students will explore harmonic composition through notation, listening, and compositional techniques.	
Recommended Pacing	
2 nd Marking Period	
State Standards	
Anchor Standard 2 Organizing and Developing Ideas	
1.3B.12prof.Cr2a	Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
1.3B.12prof.Cr2b	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
Anchor Standard 3 Refining and Completing Products	
1.3B.12prof.Cr3a:	Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
1.3B.12prof.Cr3b	Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
1.3B.12acc.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
1.3B.12adv.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3B.12prof.Pr4a	Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
1.3B.12prof.Pr4c:	Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
Anchor Standard 6 Conveying Meaning Through Art	
1.3B.12prof.Pr6a	Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.

1.3B.12acc.Pr6a	Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.
Anchor Standard 8 Interpreting intent and meaning	
1.3B.12prof.Re8a	Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.
Anchor Standard 9 Applying criteria to evaluate products.	
1.3B.12prof.Re9a	Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Triads and chords are built in a number of various forms including but not limited to major, minor, diminished, and augmented. • These chords can be manipulated by the use of inversions. • Roman numerals are used as a method of identifying the type of chord, the quality of the chord, and the inversion of the chord. • Using specific chords in a pre-defined order can create cadences. These cadences are used to define different levels of finality. • Certain chords are more effective when preceded by and followed by other specific chords. This is called functional triadic harmony. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What are the different "qualities" of triads? • How can you identify and write triads in all the different forms? • What chords are identified with what Roman Numerals? • What are the most common types of cadences? • What are the most common rules of functional triadic harmony? 	
Objectives	
Students will know:	
Unit Skills	
<ul style="list-style-type: none"> • Build triads in their major, minor, diminished and augmented forms • Analyze a triad and identify whether it is in first or second position inversion. • Analyze a chord and identify it with the appropriate Roman numeral. • Be able to look at specific chord progressions and be able to label the correct type of cadence based on the Roman numeral identification. • Compose a basic harmonic progression based on standard functional triadic harmony. 	
Knowledge	
<ul style="list-style-type: none"> • The various types of qualities of triads, and how to build triads in the major, minor, diminished, and augmented forms. • How to write a triad in the first and second inversions. • Based on the key signature of a piece of music, certain chords are identified with specific Roman numerals. 	

- Specific chord progressions will create a specific type of cadence based on their Roman numeral identification.
- The accepted standards for traditional Roman numeral chord progressions based on functional triadic harmony.

Resources

Assessment Suggestions:

Identification and realization of triads

Inversions

Cadences

Functional Triadic Harmony

Rubrics

UNIT 5: Advanced Compositional Techniques

Summary and Rationale	
Students will explore other chord types and more advanced compositional techniques, building on previous knowledge.	
Recommended Pacing	
3 rd Marking Period	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
1.3B.12prof.Cr1a	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
1.3B.12acc.Cr1a	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
Anchor Standard 2 Organizing and Developing Ideas	
1.3B.12prof.Cr2b	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
Anchor Standard 3 Refining and Completing Products	
1.3B.12prof.Cr3b	Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
1.3B.12acc.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3B.12prof.Pr4a	Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
1.3B.12prof.Pr4c:	Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
Anchor Standard 6 Conveying Meaning Through Art	
1.3B.12prof.Pr6a	Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.
1.3B.12prof.Pr6b	Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
1.3B.12acc.Pr6a	Share live or recorded performances of works (both personal and others') and

	explain how the elements of music and compositional techniques are used to convey intent.
1.3B.12acc.Pr6b	Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.
Anchor Standard 8 Interpreting intent and meaning	
1.3B.12prof.Re8a	Develop and explain interpretations of varied works, demonstrating an understanding of the composer’s intent by citing technical and expressive aspects as well as the style/genre of each work.
Anchor Standard 9 Applying criteria to evaluate products.	
1.3B.12prof.Re9a	Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.

Instructional Focus

Unit Enduring Understandings

- There are many other types of chords beyond the traditional major, minor, etc. including Neapolitan, Italian, German, and non-diatonic.
- Other compositional techniques such as motivic usage, augmentation, diminution and sequence, can add depth to a composition.
- Bach’s Two Part Inventions are an excellent source for studying traditional composition.

Unit Essential Questions

- What are the different types of chords beyond the traditional Major, Minor, Diminished, Augmented?
- How can you use a motive to enhance a musical composition?
- What are some examples of famous motives used in compositions?
- Where can you find examples of sequential composition?

Objectives

Students will know:

Unit Skills

- Analyze a six chord and determine if it is Neapolitan, French, Italian, or German.
- Explain the difference between the various six chords.
- Analyze a piece of music in order to identify the motive and its usage.
- Write examples of augmentation and diminution of a given musical excerpt.

Knowledge

- The difference between the Neapolitan, French, Italian, and German six chords.
- How to identify a motive and how it is used in a composition.
- The difference between augmentation and diminution in musical composition.
- How to identify a sequence in a musical composition.

Resources

Assessment Suggestions:
 Motives in Composition
 Other Compositional Techniques
 Bach’s Two Part Inventions
 Rubrics

UNIT 6: Dictation and Ear-Training

Summary and Rationale	
Students will use their aural skills to interpret what they hear and identify/write down what they discern with the ear.	
Recommended Pacing	
4 th Marking Period	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
1.3B.12prof.Cr1a	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
1.3B.12acc.Cr1a	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
Anchor Standard 2 Organizing and Developing Ideas	
1.3B.12prof.Cr2a	Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
1.3B.12prof.Cr2b	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.	
1.3B.12prof.Pr5b	Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.
Anchor Standard 9 Applying criteria to evaluate products.	
1.3B.12prof.Re9b	Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The ability to hear melodic and rhythmic musical excerpts and then be able to write them down by just listening to them is a gradual process that begins with very simple examples based on basic musical elements. • Melodic dictation is based on the recognition of melodic intervals. • Rhythmic dictation is executed by a clear understanding of meter and how beats are broken down. • Sight singing is the ability to audiate the same melodic intervals that are used in melodic dictation. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What are the basic elements used that will help with melodic and rhythmic dictation? • How can you hear a melodic excerpt and then write it down on paper? • Why is a good understanding of meter so important to successful rhythmic dictation? • What are the subdivisions of a beat and how do they fit in a given measure? • What is the most important musical element that you must be able to recognize in order to sight sing? 	
Objectives	

Students will know:

Unit Skills

- Begin to recognize the different melodic intervals when they are played on a keyboard.
- Sub-divide a beat of music in order to figure out the proper breakdown that defines a rhythm that is played for them on a keyboard.
- Listen to a musical example of a varied rhythm and then identify the subdivisions of the beats in order to write down the same rhythm that was played for them.
- Sing a specific interval that is asked of them.

Knowledge

- That rhythmic values of notes, and melodic interval recognition are the key elements used to help with melodic and rhythmic dictation.
- How to recognize and identify a specific melodic interval by ear and then be able to write it down on paper.
- How to break down a beat into smaller subdivisions so that they can hear a rhythm that is being played for them.
- How to look at a melodic interval on paper, identify the interval and then be able to sing that interval.

Resources

Assessment Suggestions:

Melodic Dictation
Rhythmic Dictation
Sight-Singing