

Scope and Sequence

Chapter #/Title	# of Days
Unit I: Learning the Basics	21
Unit II: Markings	21
Unit III: Midterm Exam	3
Unit IV: Scales and Interval	42
Unit V: Final Exam	3
Total Number of Days	90

BRIDGETON PUBLIC SCHOOLS
MUSIC
PACING CHART/CURRICULUM MAP

Course: Music Theory I

Unit I: Learning the Basics

Essential Question: What is music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.B.1 1.3.12.B.2	Lesson 1: Staff, Notes, Pitches Objective: SWBAT <ul style="list-style-type: none"> ▪ Identify the staff, pitches, and their "musical alphabet" name by completing related worksheets. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 3-9 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 1, Activity 1, 3-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
3 Days	1.1.12.B.1 1.3.12.B.2	Lesson 2: Treble/Bass Clef Objective: SWBAT <ul style="list-style-type: none"> ▪ Identify both the treble and the bass clef by their clef signs and the names and location of pitches that belong to each. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 3-9 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 1, Activity 1, 3-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.B.1 1.3.12.B.2	<p>Lesson 3: Grand Staff and Ledger Lines</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> ▪ Identify the grand staff, ledger lines and pitches visually by labeling key components such as clef and pitches. ▪ Aurally discriminate between ascending and descending pitches in the grand staff by deciding if the melody moves up or down. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 3-9 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 1, Activity 1, 3-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
2 Days	1.1.12.B.1 1.3.12.B.2	<p>Lesson 4: Unit I Review & Exam</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in staff, notes, pitches, treble/bass clef, grand staff, ledger lines, and ascending/descending melodic lines by completing Unit I exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 3-9 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 1, Activity 1, 3-5 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory, Book 1, Unit 1 Test
2 Days	1.1.12.B.1 1.3.12.B.2	<p>Lesson 5: Note Values</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Identify and discriminate between a whole note, half note, and quarter note by identifying the corresponding duration of beats for each note. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 10-15 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 2, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.B.1 1.3.12.B.2	<p>Lesson 6: Musical Structure</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Identify the parts of the staff on which measure is written, including the measure (or bar), the barline, and the double bar by drawing on a blank staff bar lines, double bar lines and writing given pitches that are separated by barlines. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 10-15 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 2, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
5 Days	1.1.12.B.1 1.3.12.B.2	<p>Lesson 7: Time Signature and Meter</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> ▪ Identify and correctly describe a given key signature by defining the number of beats as indicated by the top number in the signature and defining what gets the beat as indicated by the bottom number in the key signature. SWBAT visually identify the meter of a piece of music in 4/4, 3/4, or 2/4 by identifying the key signature. ▪ Aurally identify the meter of a piece by comparing and contrasting a melody in 3/4 and a piece in 4/4. Students will compare and contrast the pulse, and placement of strong beats and weak beats. ▪ Demonstrate steady beat by tapping and clapping in 2/4, 3/4, and 4/4, and accenting the first beat of each measure in each meter. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 10-15 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 2, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.B.1 1.3.12.B.2	<p>Lesson 8: Rest Values</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> ▪ Visually identify and discriminate between a whole rest, half rest, and quarter rest by identifying the corresponding duration of beats for each note. ▪ Aurally identify pitch and rest duration by listening to teacher selected examples. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 10-15 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 2, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
2 Days	1.1.12.B.1 1.3.12.B.2	<p>Lesson 9: Unit II Review & Exam</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in note values, musical structure, rest values, meter, and time signature by completing Unit II exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 10-15 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 2, Activity 1-5 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory, Book 1, Unit 2 Test

BRIDGETON PUBLIC SCHOOLS
MUSIC
PACING CHART/CURRICULUM MAP

Course: Music Theory I

Unit II: Markings

Essential Question: Why do we write music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.B.1 1.3.12.B.1 1.3.12.B.2	<p>Lesson 1: Dotted Half Note</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Identify a dotted half by finding it within a teacher selected musical example, and completing teacher selected exercises which manipulate note values to create a dotted half note using math and previously learned music theory skills. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 16-21 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 3, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
1 Day	1.1.12.B.1 1.3.12.B.1 1.3.12.B.2	<p>Lesson 2: Ties and Slurs</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Identify ties and slurs by defining each term and labeling them in teacher selected examples. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 16-21 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 3, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1	<p>Lesson 3: Unit 3 Review & Exam</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in meter, dotted rhythm, ties and slurs by completing Unit 3 exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 16-21 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 3, Activity 1-5 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory, Book 1, Unit 3 Test
1 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1	<p>Lesson 4: Repeat Sign, 1st and 2nd Endings</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate knowledge of the repeat sign, 1st ending and 2nd ending within a piece of music by rewriting a teacher selected example implementing their use. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 22-27 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 4, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
2 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1	<p>Lesson 5: Eighth Notes and Rests</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> ▪ Visually identify eighth notes and eighth rests by drawing and labeling them within a teacher selected example. ▪ Aurally identify eighth notes and eighth rests by correctly dictating them in a teacher selected example. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 22-27 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 4, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
1 Day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1	<p>Lesson 6: Dotted Quarter Note</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate knowledge of a dotted quarter note by counting and clapping teacher selected examples. ▪ Demonstrate knowledge of note and rest durations by visually and aurally identifying notes and rest up to and including dotted quarter note and eighth note rhythms. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 22-27 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 4, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p>Lesson 7: Unit 4 Review & Exam</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate proficiency of knowledge in meter, dotted rhythm, ties and slurs by completing Unit 4 exam. 	<ul style="list-style-type: none"> Alfred's Essentials of Music Theory Teacher's Key p 22-27 Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 4, Activity 1-5 	<ul style="list-style-type: none"> Alfred's Essentials of Music Theory, Book 1, Unit 4 Test
1 Day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1	<p>Lesson 8: Dynamics</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Visually identify and discriminate between various dynamic levels by responding to the abbreviated sign for a dynamic level (including, but not limited to piano, forte, mezzo piano, mezzo forte, pianissimo and fortissimo), its Italian language name, and its English language name. Aurally identify dynamic levels by listening and responding to teacher selected examples. 	<ul style="list-style-type: none"> Alfred's Essentials of Music Theory Teacher's Key p 28-33 Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 5, Activity 1-5 	<ul style="list-style-type: none"> Teacher developed aural dictation quizzes
1 Day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1	<p>Lesson 9: Tempo Marks</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Visually identify and discriminate between various tempo markings (including, but not limited to largo, adagio, andante, moderato, allegro, vivace, ritardando and accelerando) by responding to its Italian language name, and its English language name. Aurally identify tempo markings by listening and responding to teacher selected examples. 	<ul style="list-style-type: none"> Alfred's Essentials of Music Theory Teacher's Key p 28-33 Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 5, Activity 1-5 	<ul style="list-style-type: none"> Teacher developed aural dictation quizzes

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.B.1 1.1.12.B.2 1.4.12.A.4	<p>Lesson 10: Articulation</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Visually identify and discriminate between various articulation markings (including, but not limited to staccato, accent, sforzando, tenuto and fermata) by responding to the abbreviated sign for an articulation marking, its Italian language name, and its English language name. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 22-27 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 4, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
1 Day	1.1.12.B.1 1.1.12.B.2 1.4.12.A.4	<p>Lesson 11: D.C., D.S., Coda and Fine</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Visually identify and discriminate between various musical structures by responding to the abbreviated sign for the musical structure and its Italian language name. ▪ Visually identify various musical structures by responding to various notated teacher selected examples. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 28-33 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 5, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
2 Days	1.1.12.B.1 1.1.12.B.2 1.4.12.A.4	<p>Lesson 12: Unit 5 Review & Exam</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in dynamics, tempo marks, articulation, and musical structure by completing Unit 5 exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 28-33 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 5, Activity 1-5 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory, Book 1, Unit 5 Test

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	Lesson 13: Flats, Sharps and Naturals Objective: SWBAT <ul style="list-style-type: none"> ▪ Visually and aurally identify and discriminate between various pitch alteration by responding to the abbreviated signs for pitch alternation (flat, sharp and natural) in notated music, and respond to teacher selected examples where a given pitch is raised or lowered. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 34-39 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 6, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
1 Day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	Lesson 14: Whole Steps, Half Steps and Enharmonic Notes Objective: SWBAT <ul style="list-style-type: none"> ▪ Discriminate between whole steps, half steps, and enharmonic pitches by responding to played examples, and notated teacher selected examples. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 34-39 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 6, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
2 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	Lesson 15: Unit 6 Review & Exam Objective: SWBAT <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in flats, sharps, naturals, whole steps, half steps and enharmonic notes by completing Unit 6 exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 34-39 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 6, Activity 1-5 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory, Book 1, Unit 6 Test

BRIDGETON PUBLIC SCHOOLS
MUSIC
PACING CHART/CURRICULUM MAP

Course: Music Theory I

Unit III: Midterm Exam

Essential Question: Why is it important to learn basic compositional tools in order to write music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.4.12.A.4	Lesson 1: Review of Unit I Objective: SWBAT <ul style="list-style-type: none"> ▪ Review and demonstrate proficiency of the staff, notes, pitches, treble/bass clef, grand staff, ledger lines, note values, steady beat, measures, bar lines, double bar lines, meter, note values (whole, half, quarter) and rest values (whole half, quarter) by completing teacher prepared review. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 3-16 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 1: Activity 1-5, Unit 2: Activity 1-5 	<ul style="list-style-type: none"> • Student self assessment

T ELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.4.12.A.4	<p>Lesson 2: Review of Unit II</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Review and demonstrate proficiency of dotted half notes, dotted quarter notes, ties, slurs, repeat sign, 1st and 2nd endings, eighth notes, eighth rests, dynamic signs, tempo markings, articulation, D.C., D.S., coda, fine, flats, sharps, naturals, whole steps, half steps and enharmonic notes by completing teacher prepared review. 	<ul style="list-style-type: none"> Alfred's Essentials of Music Theory Teacher's Key p 17-39 Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 3: Activity 1-5, Unit 4: Activity 1-5 and Unit 5: Activity 1-5, Unit 6: Activity 1-5 	<ul style="list-style-type: none"> Student self assessment
1 Day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.4.12.A.4	<p>Lesson 3: Midterm Exam</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate proficiency of knowledge in all material learned in Units I, II and III (staff, notes, pitches, treble/bass clef, grand staff, ledger lines, note values, steady beat, measures, bar lines, double bar lines, meter, note values, rest values, dotted half notes, dotted quarter notes, ties, slurs, repeat sign, 1st and 2nd endings, eighth notes, eighth rests, dynamic signs, tempo markings, articulation, D.C., D.S., coda, fine, flats, sharps, naturals, whole steps, half steps, and enharmonic notes by completing midterm exam. 	<ul style="list-style-type: none"> Alfred's Essentials of Music Theory Teacher's Key p 3-39 Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 1: Activity 1-5, Unit 2: Activity 1-5, Unit 3: Activity 1-5, Unit 4: Activity 1-5, Unit 5: Activity 1-5, Unit 6: Activity 1-5 	<ul style="list-style-type: none"> Teacher developed Final Exam

BRIDGETON PUBLIC SCHOOLS
MUSIC
PACING CHART/CURRICULUM MAP

Course: Music Theory I

Unit IV: Scales and Intervals

Essential Question: How do we relate to music with our senses?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p>Lesson 1: Tetrachords and Major Scales</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Create a major scale up to two sharps and two flats by using two "whole-whole-half" step pitch progressions. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 43-49 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 7, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
3 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p>Lesson 2: Key Signatures</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Identify key signatures up to two sharps and two flats by using previously acquired knowledge of clef, sharps and flats. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 43-49 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 7, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes

I. ELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p>Lesson 3: Unit 7 Review & Exam</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in tetrachords, major scales and key signatures by completing Unit 7 exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 43-49 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 7, Activity 1-5 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory, Book 2, Unit 7 Test
3 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p>Lesson 4: Advanced Key Signatures</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Identify key signatures from three sharps and three flats up to sevens sharps and seven flats, including enharmonic scales by using previously acquired knowledge of clef, sharps and flats. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 50-55 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 8, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
2 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p>Lesson 5: Chromatic Scale</p> <p>Objectives SWBAT</p> <ul style="list-style-type: none"> ▪ Visually and aurally identify ascending and descending chromatic scales by using previously acquired knowledge of half step movement, clef, sharps and flats in teacher selected examples. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 50-55 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 8, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
3 Day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p>Lesson 6: Intervals</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Visually and aurally identify melodic intervals, harmonic intervals, even numbered intervals and odd numbered intervals by using previously acquired knowledge of half step movement, whole step movement, clef, sharps, flats and key signature in teacher selected examples. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 50-55 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 8, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes

1 ELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p>Lesson 7: Circle of Fifths</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Identify the circle of fifths, including sharp keys, flat keys, sharp scales and flat scales by using previously acquired knowledge of half step movement, whole step movement, clef, sharps, flats and key signature. 	<ul style="list-style-type: none"> Alfred's Essentials of Music Theory Teacher's Key p 50-55 Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 8, Activity 1-5 	<ul style="list-style-type: none"> Teacher developed aural dictation quizzes
3 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p>Lesson 8: Unit 8 Review and Exam</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Demonstrate proficiency of knowledge in advanced key signatures, chromatic scale, intervals and the circle of fifths by completing Unit 8 exams. 	<ul style="list-style-type: none"> Alfred's Essentials of Music Theory Teacher's Key p 50-55 Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 8, Activity 1-5 	<ul style="list-style-type: none"> Alfred's Essentials of Music Theory, Book 2, Unit 8 Test
4 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p>Lesson 9: Perfect and Major Intervals</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Visually and aurally identify perfect and major intervals including perfect unison, perfect 4th, perfect 5th, perfect octave, major 2nd, major 3rd, major 6th and major 7th by using previously acquired knowledge of melodic intervals, harmonic intervals, even numbered intervals, odd numbered intervals, half step movement, whole step movement, clef, sharps, flats and key signature. 	<ul style="list-style-type: none"> Alfred's Essentials of Music Theory Teacher's Key p 56-61 Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 9, Activity 1-5 	<ul style="list-style-type: none"> Teacher developed aural dictation quizzes

1 WEEKLINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p>Lesson 10: Minor Intervals</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Visually and aurally identify minor intervals including minor 2nd, minor 3rd, minor 6th and minor 7th by using previously acquired knowledge of melodic intervals, harmonic intervals, even numbered intervals, odd numbered intervals, half step movement, whole step movement, clef, sharps, flats and key signature. 	<ul style="list-style-type: none"> Alfred's Essentials of Music Theory Teacher's Key p 56-61 Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 9, Activity 1-5 	<ul style="list-style-type: none"> Teacher developed aural dictation quizzes
4 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p>Lesson 11: Augmented and Diminished Intervals</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Visually and aurally identify augmented and diminished intervals including augmented 1, augmented 2, augmented 3, augmented 4, augmented 5, augmented 6, augmented 7, augmented 8, diminished 1, diminished 2, diminished 3, diminished 4, diminished 5, diminished 6, diminished 7, diminished 8 by using previously acquired knowledge of melodic intervals, harmonic intervals, even numbered intervals, odd numbered intervals, half step movement, whole step movement, clef, sharps, flats and key signature. 	<ul style="list-style-type: none"> Alfred's Essentials of Music Theory Teacher's Key p 56-61 Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 9, Activity 1-5 	<ul style="list-style-type: none"> Teacher developed aural dictation quizzes

LINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.3.12.B.4	Lesson 12: Solfege and Transposition Objective: SWBAT <ul style="list-style-type: none"> ▪ Demonstrate basic transposition skills by using solfege and moveable do. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 56-61 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 9, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
3 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.3.12.B.4	Lesson 13: Unit 9 Review and Exam Objective: SWBAT <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in perfect intervals, major intervals, minor intervals, augmented intervals, diminished intervals, solfege and transposition by completing Unit 9 exams. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 56-61 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 9, Activity 1-5 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory, Book 2, Unit 9 Test

BRIDGETON PUBLIC SCHOOLS
MUSIC
PACING CHART/CURRICULUM MAP

Course: Music Theory I

Unit V: Final

Essential Question: Why is it important to learn basic compositional tools in order to write music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p>Lesson 1: Review of Unit I and II</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Review and demonstrate proficiency of the staff, notes, pitches, treble/bass clef, grand staff, ledger lines, note values, steady beat, measures, bar lines, double bar lines, meter, note values (whole, half, quarter) rest values (whole half, quarter), dotted half notes, dotted quarter notes, ties, slurs, repeat sign, 1st and 2nd endings, eighth notes, eighth rests, dynamic signs, tempo markings, articulation, D.C., D.S., coda, fine, flats, sharps, naturals, whole steps, half steps, and enharmonic notes by completing teacher prepared review. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 3-39 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 1: Activity 1-5, Unit 2: Activity 1-5, Unit 3: Activity 1-5, Unit 4: Activity 1-5, Unit 5: Activity 1-5, Unit 6: Activity 1-5 	<ul style="list-style-type: none"> • Student self assessment

7	ELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	Lesson 2: Review of Unit III Objective: SWBAT <ul style="list-style-type: none"> ▪ Review and demonstrate proficiency of tetrachords, major scales, beginning key signatures, advanced key signatures, chromatic scale, intervals, the circle of fifths, perfect intervals, major intervals, minor intervals, augmented intervals, diminished intervals, solfege and transposition by completing teacher prepared review. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 43-61 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 7: Activity 1-5, Unit 8: Activity 1-5 and Unit 9: Activity 1-5 	<ul style="list-style-type: none"> • Student self assessment 	
1 Day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	Lesson 3: Final Exam Objective: SWBAT <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in all material learned in Units I, II and III (staff, notes, pitches, treble/bass clef, grand staff, ledger lines, note values, steady beat, measures, bar lines, double bar lines, meter, note values, rest values, dotted half notes, dotted quarter notes, ties, slurs, repeat sign, 1st and 2nd endings, eighth notes, eighth rests, dynamic signs, tempo markings, articulation, D.C., D.S., coda, fine, flats, sharps, naturals, whole steps, half steps, enharmonic notes, tetrachords, major scales, beginning key signatures, advanced key signatures, chromatic scale, intervals, the circle of fifths, perfect intervals, major intervals, minor intervals, augmented intervals, diminished intervals, solfege and transposition) by completing final exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 3-61 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 1, Unit 1: Activity 1-5, Unit 2: Activity 1-5, Unit 3: Activity 1-5, Unit 4: Activity 1-5, Unit 5: Activity 1-5, Unit 6: Activity 1-5, Book 2, Unit 7: Activity 1-5, Unit 8: Activity 1-5 and Unit 9: Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed Final Exam 	