

Scope and Sequence

Unit #/Title		# of Days
Unit I:	Advanced Notation/Markings	12 Days
Unit II:	Major Chords	16 Days
Unit III:	Minor Chords	16 Days
Unit IV:	Midterm Exam	3 Days
Unit V:	Harmonizing	30 Days
Unit VI:	Forms of Music	10 Days
Unit VII:	Final Exam	3 Days
	Total Number of Days	90 Days

BRIDGETON PUBLIC SCHOOLS
MUSIC
PACING CHART/CURRICULUM MAP

Course: Music Theory II

Unit I: Advanced Notation/Markings

Essential Question: What makes a good musician?

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: Sixteenth Notes and Rests</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Aurally and visually discriminate between an eighth note and sixteenth note (and their corresponding rests) 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 62-67 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 10, 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	<p>Lesson 2: Dotted Eighth Notes</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Identify all rhythmic values up to and including the dotted eighth note by clapping and writing out the rhythms for several teacher selected examples. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 62-67 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 10, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes

TL LINE	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 3: Common Time and Cut Time (Alia Breve)</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in common time and cut time (alla breve) by counting and performing rhythms in teacher selected examples. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 62-67 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 10, 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 4: Unit 10 Review and Exam</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in knowledge and performance of sixteenth notes, sixteenth rests, dotted eighth notes, common time and cut time by completing Unit 10 exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 62-67 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 10, Activity 1-5 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory, Book 2, Unit 10 Test
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: 3/8 and 6/8 Time Signatures</p> <p>Objectives SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in 3/8 and 6/8 time by counting and performing rhythms in teacher selected examples. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 68-73 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 11, 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	<p>Lesson 6: Eighth Note Triplets</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Visually and aurally identify eighth note triplets by counting and performing rhythms in teacher selected examples. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 68-73 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 11, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes

TL LINE	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 7: Incomplete Measures (Pick-up Notes) and Syncopation</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Visually and aurally identify incomplete measures (as pick up notes) and syncopation by counting and performing rhythms in teacher selected examples. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 68-73 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 11, 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 8: Unit 11 Review and Exam</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in 3/8 time, 6/8time, eighth note triplets, incomplete measures (pick-up notes) and syncopation by completing Unit 11 exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 68-73 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 11, Activity 1-5 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory, Book 2, Unit 11 Test

BRIDGETON PUBLIC SCHOOLS
MUSIC
PACING CHART/CURRICULUM MAP

Course: Music Theory II

Unit II: Major Chords

Essential Question: What is accompaniment?

TIMELINE	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 1: Triads</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Build a basic chord by using a root, a third, and a fifth of a given pitch to create a triad. ▪ Build and name primary triads in root position by adding two notes to the first, fourth and fifth notes of a given scale. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 74-79 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 12, 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	<p>Lesson 2: Scale Degree Names</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Identify the tones of scale by their scale degree names and chordal function. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 74-79 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 12, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes

TL. LINE	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 3: Dominant 7 Chords Objective: SWBAT <ul style="list-style-type: none"> ▪ Build a dominant 7 (V7) chord by using a root, a third, a fifth and a minor seventh of a given pitch to create a dominant seventh chord. Lesson 4: Unit 12 Review and Exam Objectives: SWBAT <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in triads, scale degree names and dominant seventh chords by completing Unit 12 exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 74-79 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 12, 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 5: Inversions Objectives SWBAT <ul style="list-style-type: none"> ▪ Create a triad in first inversion by moving the root (bottom note) of the chord to the top of the chord ▪ Create a triad in second inversion by stacking the chord with the third at the top of the chord and the fifth as the bottom note. ▪ Create dominant seventh chords in first, second and third inversion by placing the third on the bottom (first inversion), placing the fifth on the bottom (second inversion) or placing the seventh on the bottom (third inversion). 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 74-79 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 12, Activity 1-5 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory, Book 2, Unit 12 Test
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 5: Inversions Objectives SWBAT <ul style="list-style-type: none"> ▪ Create a triad in first inversion by moving the root (bottom note) of the chord to the top of the chord ▪ Create a triad in second inversion by stacking the chord with the third at the top of the chord and the fifth as the bottom note. ▪ Create dominant seventh chords in first, second and third inversion by placing the third on the bottom (first inversion), placing the fifth on the bottom (second inversion) or placing the seventh on the bottom (third inversion). 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 83-89 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 13, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes

TL. LINE	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 1.3.12.B.4	Lesson 6: Figured Bass Objective: SWBAT <ul style="list-style-type: none"> ▪ Demonstrate a thorough understanding of figured bass by identifying chordal inversions and using specified Roman numerals (6 for a first inversion triad, 6 – 4 for second inversion triad, 7 for a root position dominant chord, 6 – 5 for a first inversion dominant chord, 4 – 3 for a second inversion dominant chord and 4 – 2 for a third inversion dominant chord). 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 83-89 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 13, 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 1.3.12.B.4	Lesson 7: Major Chord Progressions Objective: SWBAT <ul style="list-style-type: none"> ▪ Identify and create basic chord progressions by writing chord progressions in root position, rewriting chord progressions in inversions, writing in chord symbols and identifying all chords with Roman numerals. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 83-89 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 13, 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 1.3.12.B.4	Lesson 8: Unit 13 Review and Exam Objectives: SWBAT <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in inversions, figured bass and major chord progressions by completing Unit 13 exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 83-89 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 13, Activity 1-5 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory, Book 3, Unit 13 Test

BRIDGETON PUBLIC SCHOOLS
MUSIC
PACING CHART/CURRICULUM MAP

Course: Music Theory II

Unit III: Minor Chords

Essential Question: What is accompaniment?

TIMELINE	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 1: Triads</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Build a basic chord by using a root, a third, and a fifth of a given pitch to create a triad. ▪ Build and name primary triads in root position by adding two notes to the first, fourth and fifth notes of a given scale. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 74-79 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 12, 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 1.3.12.B.4	<p>Lesson 2: Scale Degree Names</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Identify the tones of scale by their scale degree names and chordal function. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 74-79 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 12, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes

TIME FRAME	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 1.3.12.B.4	Lesson 3: Dominant 7 Chords Objective: SWBAT <ul style="list-style-type: none"> ▪ Build a dominant 7 (V7) chord by using a root, a third, a fifth and a minor seventh of a given pitch to create a dominant seventh chord. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 74-79 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 12, 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 1.3.12.B.4	Lesson 4: Unit 12 Review and Exam Objectives: SWBAT <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in triads, scale degree names and dominant seventh chords by completing Unit 12 exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 74-79 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 12, Activity 1-5 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory, Book 2, Unit 12 Test
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 5: Inversions Objectives SWBAT <ul style="list-style-type: none"> ▪ Create a triad in first inversion by moving the root (bottom note) of the chord to the top of the chord ▪ Create a triad in second inversion by stacking the chord with the third at the top of the chord and the fifth as the bottom note. ▪ Create dominant seventh chords in first, second and third inversion by placing the third on the bottom (first inversion), placing the fifth on the bottom (second inversion) or placing the seventh on the bottom (third inversion). 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 83-89 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 13, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes

TL	JUNE	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 1.3.12.B.4	Lesson 6: Figured Bass Objective: SWBAT <ul style="list-style-type: none"> ▪ Demonstrate a thorough understanding of figured bass by identifying chordal inversions and using specified Roman numerals (6 for a first inversion triad, 6 – 4 for second inversion triad, 7 for a root position dominant chord, 6 – 5 for a first inversion dominant chord, 4 – 3 for a second inversion dominant chord and 4 – 2 for a third inversion dominant chord). 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 83-89 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 13, 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 1.3.12.B.4	Lesson 7: Major Chord Progressions Objective: SWBAT <ul style="list-style-type: none"> ▪ Identify and create basic chord progressions by writing chord progressions in root position, rewriting chord progressions in inversions, writing in chord symbols and identifying all chords with Roman numerals. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 83-89 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 13, 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 1.3.12.B.4	Lesson 8: Unit 13 Review and Exam Objectives: SWBAT <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in inversions, figured bass and major chord progressions by completing Unit 13 exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 83-89 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 13, Activity 1-5 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory, Book 3, Unit 13 Test 	

BRIDGETON PUBLIC SCHOOLS
MUSIC
PACING CHART/CURRICULUM MAP

Course: Music Theory II

Unit V: Harmonizing

Essential Question: How do we accompany a melody?

TIMELINE	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	<p>Lesson 1: Harmonizing a Melody in Major Keys</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Harmonize a melody by using the I, IV and V chords (and inversions) to achieve a smooth progression. ▪ Identify chords by writing chord symbols above the staff and Roman numerals below the staff. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 102-107 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 16, 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 1.3.12.B.4	<p>Lesson 2: Broken Chords and Arpeggiated Accompaniments</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Compose an accompaniment to a given melody by using a broken chord or arpeggio. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 102-107 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 16, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes

TL LINE	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 1.3.12.B.4	<p>Lesson 3: Passing Tones and Neighbor Tones</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate a thorough knowledge of non-harmonic tones by identifying upper neighbor tones, lower neighbor tones and passing tones in a teacher selected example. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 102-107 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 16, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
5 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	<p>Lesson 4: Composition in Major Keys</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> ▪ Compose a melody in a major key by using a previously written chord progression, chord tones and adding non-harmonic tones (passing and neighboring). 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 102-107 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 16, 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 1.3.12.B.4	<p>Lesson 5: Unit 16 Review and Exam</p> <p>Objectives SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in harmonizing in major keys, broken chords, arpeggiated accompaniment, passing tones, neighbor tones and composition in major keys by completing Unit 16 exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 102-107 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 16, Activity 1-5 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory, Book 3, Unit 16 Test

TL LINE	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 1.3.12.B.4	<p>Lesson 6: Harmonization in Minor Keys</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Harmonize a melody by using the i, iv, V and V7 chords (and inversions) to achieve a smooth progression. ▪ Identify chords by writing chord symbols above the staff and Roman numerals below the staff. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 108-113 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 17, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes
5 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	<p>Lesson 7: Composition in Minor Keys</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Compose a melody in a minor key by using a previously written chord progression, chord tones and adding non-harmonic tones (passing and neighboring). 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 108-113 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 17, 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 1.3.12.B.4	<p>Lesson 8: 12 Bar Blues Chord Progression and Blue Scale</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> ▪ Identify a 12 Bar Blues chord progression by writing in Roman numerals and the chord symbols in a teacher selected example. ▪ Compose by using notes in the blues scale over a blues chord progression. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 108-113 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 17, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes

TL LINE	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 1.3.12.B.4	<p>Lesson 9: Unit 17 Review and Exam</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in harmonizing in minor keys, composition in minor keys, 12 Bar Blues chord progression and blues scale by completing Unit 17 exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 108-113 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 17, Activity 1-5 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory, Book 3, Unit 17 Test

BRIDGETON PUBLIC SCHOOLS
MUSIC
PACING CHART/CURRICULUM MAP

Course: Music Theory II

Unit VI: Forms of Music

Essential Question: What is musical form?

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 1.3.12.B.4 1.4.12.A.1 1.4.12.A.3	<p>Lesson 1: Basic Forms of Music: Motive and Phrase</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Identify basic structures of composition by labeling phrases and motives in a teacher selected example. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 114-119 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 18, 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 1.3.12.B.4 1.4.12.A.1 1.4.12.A.3	<p>Lesson 2: A B (Binary) Form</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Identify music in A B (binary) form by analyzing a teacher selected example. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 114-119 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 18, Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed aural dictation quizzes

TL LINE	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 1.3.12.B.4 1.4.12.A.1 1.4.12.A.3	<p>Lesson 3: A B A (Ternary) Form</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Identify music in A B A (ternary) form by analyzing a teacher selected example. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 114-119 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 18, 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 1.3.12.B.4 1.4.12.A.1 1.4.12.A.3	<p>Lesson 4: Rondo</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> ▪ Identify music in Rondo form by analyzing a teacher selected example. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 102-107 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 16, 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 1.3.12.B.4 1.4.12.A.1 1.4.12.A.3	<p>Lesson 5: Unit 18 Review and Exam</p> <p>Objectives SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate proficiency musical phrase and motive, binary, ternary and rondo form by completing Unit 18 exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 114-119 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 18, Activity 1-5 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory, Book 3, Unit 18 Test

BRIDGETON PUBLIC SCHOOLS
MUSIC
PACING CHART/CURRICULUM MAP

Course: Music Theory II

Unit VII: Final

Essential Question: Why is it important to learn compositional structure 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 1.3.12.B.4 1.4.12.A.1 1.4.12.A.3	<p>Lesson 1: Review of Units, I, II and III.</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Review and demonstrate proficiency of sixteenth notes and rests, dotted eighth notes and rests, common time, cut time, 3/8 time, /6/8 time, pick-up notes, syncopation, major triads, scale degree names, dominant seventh chords (V7), first inversion triads, second inversion triads, first, second, and third inversion dominant seventh chords, figured bass, major chord progression, minor scales, minor triads, augmented triads, diminished triads, minor chord progressions and modes by completing teacher prepared review. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 62-101 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 10: Activity 1-5, Unit 11: Activity 1-5, Unit 12: Activity 1-5, Book 3, Unit 13: Activity 1-5, Unit 14: Activity 1-5, Unit 15: Activity 1-5 	<ul style="list-style-type: none"> • Student self assessment

TIME	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 1.3.12.B.4 1.4.12.A.1 1.4.12.A.3	<p>Lesson 2: Review of Units IV and V</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Review and demonstrate proficiency of harmonization in major, harmonization in minor, accompaniment with broken chords, composition in major, composition in minor, 12 Bar Blues, and musical form by completing teacher prepared review. <p>Lesson 3: Final Exam</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in all material learned in Units I, II, III, IV and V by completing final exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 102-119 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 3, Unit 16: Activity 1-5, Unit 17: Activity 1-5 and Unit 18: 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 1.3.12.B.4 1.4.12.A.1 1.4.12.A.3	<p>Lesson 3: Final Exam</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ▪ Demonstrate proficiency of knowledge in all material learned in Units I, II, III, IV and V by completing final exam. 	<ul style="list-style-type: none"> • Alfred's Essentials of Music Theory Teacher's Key p 62-119 • Alfred's Essentials of Music Theory Teacher's Activity Kit, Book 2, Unit 10: Activity 1-5, Unit 11: Activity 1-5, Unit 12: Activity 1-5, Unit 13: Activity 1-5, Unit 14: Activity 1-5, Unit 15: Activity 1-5, Unit 16: Activity 1-5, Unit 17: Activity 1-5 and Unit 18: Activity 1-5 	<ul style="list-style-type: none"> • Teacher developed Final Exam