



9-12th Grade
Intermediate Music Theory &
Compostion



COURSE DESCRIPTION

Continued focus the fundamentals of organized sound, emphasizing rules of Western music composition and offering opportunities to create original works. Students will develop the ability to describe, understand, and recognize aspects of tonal music, and skills in sight-singing, dictation/aural, written aspects, composition, and analytical areas. Students will be exposed to a variety of exercises designed to develop these skills including listening, performance, writing, creating, and analyzing music. While the main emphasis is placed on music of the Common Practice Period (1600-1750), music of other stylistic periods may also be studied. Explores use of technology for composition.

CREATING

HSIMT.CR.1 **Improvise rhythms and melodies.**

- a. Improvise short rhythmic ideas of up to 2 bars.
- b. up to 4 bars of short melodic ideas which incorporate scalar and chordal motives.

HSIMT.CR.2 **Compose and arrange music within specified guidelines.**

- a. Demonstrate characteristics of music through an original composition (e.g. unity, variety, mood, image, storyline).
- b. Demonstrate musical form through an original composition (e.g. one-part, cyclical, binary, rondo, ternary).
- c. Arrange simple pieces for voices or instruments.
- d. Compose and perform melodic lines which incorporate scalar and chordal motives (e.g. single melodic line accompanied by Roman numeral chord indications, traditional four part <SATB> vocal texture, lead sheet notation) up to 4 bars.

PERFORMING

HSIMT.PR.1 **Sing alone and with others.**

- a. Sight-sing diatonic melodies (e.g. ascending and descending by skip, step, minor 3rd through octave).

HSIMT.PR.2 **Perform on instruments alone, and with other.**

- a. Identify notes on the keyboard by letter name.
- b. Relate pitches on a keyboard to notation on the staff in F and G clefs.
- c. Play diatonic melodies on the keyboard



HSIMT.PR.3 Read and notate music.

- a. Identify, describe and notate rhythmic terms (e.g. time signature/meter <simple, compound, duple, triple> measure <bar line, double bar line>).
- b. Identify and notate rhythm including sixteenth- and dotted-quarter notes and rests in simple and compound meter.
- c. Identify natural, flatted and sharped, and enharmonic pitches in treble and bass clefs, including notes utilizing ledger lines.
- d. Identify major and minor key signatures.
- e. Identify major/minor, and perfect intervals.
- f. Identify major, minor (natural, traditional and jazz melodic, harmonic) and chromatic scales through a variety of methods (e.g. key signatures, accidentals, step-relationships).
- g. Identify chords (e.g. major, minor, diminished, augmented triads).
- h. Identify intervals (e.g. half steps, whole steps, enharmonic pitches, major/minor and perfect intervals), scales (e.g. major, minor and chromatic) and chords (major and minor triads) visually and aurally.
- i. Identify cadences visually and aurally (e.g. plagal, perfect authentic, imperfect authentic, half cadence).
- j. Identify and describe common terminologies of form, style, musical expression, and volume/intensity.
- k. Identify and describe meter and tempo modification.
- l. Recognize the use of Roman Numeral Analysis in a score.

RESPONDING

HSIMT.RE.1 Listen to, analyze, and describe music.

- a. Aurally identify and describe basic formal elements and forms in a composition (e.g. phrase and period, binary song, ternary song, rondo, theme, and variations, minuet, trio/scherzo).
- b. Identify and describe forms of music, and relate them to the style, mood and context of the piece being studied.
- c. Identify and describe monophonic, polyphonic, and homophonic textures.
- d. Use music terminology (e.g. tempo, dynamics, texture, articulation) and relate terms to the style, mood and content of the piece being studied.
- e. Describe and discuss the uses of technical and expressive elements of music in terms of their effect on the listener.



HSIMT.RE.2 Evaluate music and performances.

- a. Describe a short musical composition presented aurally, without the assistance of a score.
- b. Describe expressive rhythmic and melodic/harmonic characteristics using beginning music theory terms.
- c. Using teacher- or student-created criteria, evaluate a music performance.
- d. Identify and describe various uses of music in daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient).

CONNECTING

HSIMT.CN.1 Understand relationships between music and other fine arts in interdisciplinary contexts.

- a. Explain how the theory of music composition and analysis has been influenced by and integrated with other fine arts disciplines.
- b. Explain and demonstrate an understanding of how music composition and analysis is based upon mathematic and scientific principles

HSIMT.CN.2 Understand music in relation to history and culture.

- a. Explain or demonstrate an understanding of how music composition and analysis has historically been influenced by and integrated into the humanities (e.g. literature/poetry, cultural studies, philosophy, ancient and modern languages).
- b. Describe and explain how developments of major musical movements, figures, and events coincide with and/or were influenced by political, religious, and economic conditions of the time.