Westbrook Public Schools  
Westbrook High School Music Theory 2 Curriculum  
Grade 9-12

<table>
<thead>
<tr>
<th>Unit 1: Theory 1 Review</th>
<th>Anticipated Length: 3 weeks</th>
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<tbody>
<tr>
<td><strong>Standards:</strong></td>
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<tr>
<td>• #5 Students will read and notate music.</td>
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<tr>
<td>• #6 Students will listen to, describe and analyze music.</td>
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<tr>
<td>• #7 Students will evaluate music and music performances.</td>
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<table>
<thead>
<tr>
<th>Knowledge:</th>
<th>Skills:</th>
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<tbody>
<tr>
<td><em>Students will know/understand:</em></td>
<td><em>Students will be able to:</em></td>
</tr>
<tr>
<td>• Ascending melodic intervals</td>
<td>• Identify written intervals</td>
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<tr>
<td>• Descending melodic intervals</td>
<td>• Identify melodic intervals aurally both</td>
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<tr>
<td>• Harmonic intervals</td>
<td>ascending and descending</td>
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<tr>
<td>• Circle of Fifths</td>
<td>• Identify harmonic intervals aurally</td>
</tr>
<tr>
<td>• Major key signatures</td>
<td>• Write inversions of intervals</td>
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<tr>
<td>• Minor key signatures</td>
<td>• Draw a Circle of Fifths Diagram</td>
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<td>• Major</td>
<td>• Major, Minor, Diminished,</td>
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<tr>
<td>• Minor</td>
<td>Augmented triads</td>
</tr>
<tr>
<td>• Diminished</td>
<td>• Triad inversions</td>
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<tr>
<td>• Augmented</td>
<td>• Seventh chords</td>
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<tr>
<td>• Seventh chords</td>
<td>• Seventh chord inversions</td>
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<td>• Seventh chord inversions</td>
<td>• Extended chords</td>
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<td>• Extended chords</td>
<td>• Spell</td>
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<td>• Major, Minor, Diminished,</td>
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<td>• Aurally recognize</td>
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<td>• Extended chords</td>
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<table>
<thead>
<tr>
<th>Essential Questions:</th>
<th>Unit Questions:</th>
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<tbody>
<tr>
<td>• What role do intervals play in melody and harmony?</td>
<td>• What are intervals?</td>
</tr>
<tr>
<td>• What is the function of chords in harmony?</td>
<td>• What is the difference between melody and harmony?</td>
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<td></td>
<td>• What are chords?</td>
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<td>• What are the differences between the various chord qualities?</td>
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</table>
**Expectations for Student Learning Addressed:** - *The Westbrook HS student will...*
Demonstrate independence and proficiency in problem solving, reasoning, critical and creative thinking.

**Possible Assessments:**
- Teacher Created Tests
- Unit Tests
- Quizzes
- Others: Worksheets, Musictheory.net Trainers, Performance, Aural Assessment
- Student Presentations
- Entrance/exit slips
- Group Projects

**Benchmark Assessment:**
Unit Test

<table>
<thead>
<tr>
<th>Performance Task:</th>
<th>□ Required</th>
<th>□ Optional</th>
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</table>

Goal:

Role:

Audience:

Situation:

Product, Performance, Purpose:

Standards for Success:

**Assessment Techniques:**
- School-wide Problem Solving Rubric
- Teacher-created Criteria

**Technology Integration:** Internet Site, Audio Recordings

**Resources/Materials:**
- **Texts:** *Music in Theory and Practice*, Benward & Saker
- **Instruments:** Piano
- **Internet Sites:** Music Theory.net
- **Videos/DVD (Multimedia):** Various Audio Recordings

**Sample Lessons/Learning Activities:**
- Ear Training
  - Rhythmic dictation
  - Interval recognition
  - Chord recognition
- Practice Worksheets
  - Triads
  - Seventh chords
## Westbrook Public Schools
### Westbrook High School Music Theory 2 Curriculum
#### Grade 9-12

<table>
<thead>
<tr>
<th>Unit 2: Roman Numeral Analysis, Cadences, and Non-Harmonic Tones</th>
<th>Anticipated Length: 6 weeks</th>
</tr>
</thead>
</table>

### Standards:
- #5 Students will read and notate music.
- #6 Students will listen to, describe and analyze music.
- #7 Students will evaluate music and music performances.

### Knowledge:
**Students will know/understand:**
- The use of Roman Numerals for harmonic analysis
- Triad position symbols
- Seventh chord position symbols
- Figured Bass
- Macro Analysis
- Popular music symbols
- Phrases
- Harmonic Cadences
  - Perfect Authentic
  - Imperfect Authentic
  - Half
  - Plagal
  - Deceptive
- Rhythmic Cadences
- Non Harmonic Tones
  - Passing Tones
  - Neighbor Tone
  - Escape Tones
  - Anticipation
  - Suspension
  - Retardation
  - Appoggiatura
  - Changing Tones
  - Pedal Tone

### Skills:
**Students will be able to:**
- Analyze written music using Roman Numerals
- Construct chords based on Roman Numerals
- Analyze written music using Roman Numerals and triad position symbols
- Construct chords in inversion based on Roman Numerals and triad position symbols
- Realize figured bass
- Analyze written music using Macro Analysis
- Analyze written music using Popular Symbols
- Identify phrases in written music
- Diagram phrases in a musical score
- Identify cadences according to Roman Numerical Analysis
- Find non-harmonic tones in written music
- Identify types of Non-harmonic tones
- Write examples of non-harmonic tones

### Essential Questions:
- What is the purpose of Roman Numeral Analysis in music?
- How do cadences and phrases create structure in music?
- What is melody?

### Unit Questions:
- How are chords organized?
- What effects do cadences have on phrases?
- What is the effect of non-harmonic tones in melody?

### Expectations for Student Learning Addressed:*
*The Westbrook HS student will...*
Demonstrate independence and proficiency in problem solving, reasoning, critical and creative thinking.
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<thead>
<tr>
<th>Possible Assessments:</th>
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<td>☑ Teacher Created Tests</td>
<td>☐ Student Presentations</td>
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<td>☑ Unit Tests</td>
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<tr>
<td>☑ Quizzes</td>
<td>☐ Group Projects</td>
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<td>☑ Others: Worksheets, Musictheory.net, Trainers, Performance, Aural Assessment</td>
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<tr>
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<td>Unit Test</td>
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<td>School-wide Problem Solving Rubric</td>
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<tr>
<th>Resources/Materials:</th>
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<tbody>
<tr>
<td>Texts: <em>Music in Theory and Practice</em>, Benward &amp; Saker</td>
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<tr>
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<td><strong>Videos/DVD (Multimedia)</strong>: Various Audio Recordings</td>
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<tr>
<th>Sample Lessons/Learning Activities:</th>
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<td>Ear Training</td>
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<tr>
<td>- Melodic dictation</td>
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<tr>
<td>- Rhythmic dictation</td>
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<td>- Interval recognition</td>
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<td>- Chord recognition</td>
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<tr>
<td>Practice Worksheets</td>
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<tr>
<td>- Score Analysis</td>
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## Westbrook High School Music Theory 2 Curriculum
### Grade 9-12

<table>
<thead>
<tr>
<th>Unit 3: Melodic Organization and Texture</th>
<th>Anticipated Length: 3 weeks</th>
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</table>

### Standards:
- #5 Students will read and notate music.
- #6 Students will listen to, describe and analyze music.
- #7 Students will evaluate music and music performances.

### Knowledge:
**Students will know/understand:**
- Motive
  - Melodic motive
  - Rhythmic motive
- Sequence
  - Real sequence
  - Tonal sequence
  - Modified sequence
  - False sequence
- Period
  - Antecedent-consequent
  - Parallel period
  - Contrasting period
  - Three phrase period
  - Double period
- Phrase modification
  - Beginning extension
  - Internal extension
  - Cadential extension
- Texture
  - Homophonic
  - Homorhythmic
  - Monophonic
  - Polyphonic
- Textural reduction
  - Primary melody
  - Secondary melody
  - Primary supporting melody
  - Harmonic and Rhythmic support
  - Harmonic rhythm

### Skills:
**Students will be able to:**
- Identify recurring motives in music
- Recognize sequence
- Identify types of sequence
- Compose motives in a sequence
- Identify musical periods by type
- Recognize types of phrase modification
- Describe written music in terms of its texture
- Describe texture through aural examples
- Compose examples of each textural type
- Recognize the textural elements of written music
- Label the textural elements of written music
- Remove rhythmic materials and write as block chords (reduction)

### Essential Questions:
- How is melody organized?
- What is musical texture?

### Unit Questions:
- What are the elements that construct a melody?
- What are the various types of texture?

### Expectations for Student Learning Addressed:
**- The Westbrook HS student will...**
Demonstrate independence and proficiency in problem solving, reasoning, critical and creative thinking.
### Possible Assessments:
- Teacher Created Tests
- Unit Tests
- Quizzes
- Others: Worksheets, Musictheory.net Trainers, Performance, Aural Assessment

### Benchmark Assessment:
Unit Test

### Performance Task:

<table>
<thead>
<tr>
<th>Required</th>
<th>Optional</th>
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</table>

**Goal:**

**Role:**

**Audience:**

**Situation:**

**Product, Performance, Purpose:**

**Standards for Success:**

### Assessment Techniques:
- School-wide Problem Solving Rubric
- Teacher-created Criteria

### Technology Integration:
Internet Site, Audio Recordings

### Resources/Materials:
- **Texts:** *Music in Theory and Practice*, Benward & Saker
- **Instruments:** Piano
- **Internet Sites:** Music Theory.net
- **Videos/DVD (Multimedia):** Various Audio Recordings

### Sample Lessons/Learning Activities:
- **Ear Training**
  - Melodic dictation
  - Rhythmic dictation
  - Interval recognition
  - Chord recognition
- **Practice Worksheets**
  - Score Analysis
# Westbrook Public Schools
## Westbrook High School Music Theory 2 Curriculum
### Grade 9-12

<table>
<thead>
<tr>
<th>Unit 4: Voice Leading in Four Part Chorales</th>
<th>Anticipated Length: 6 weeks</th>
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</thead>
</table>

### Standards:
- #5 Students will read and notate music.
- #6 Students will listen to, describe and analyze music.
- #7 Students will evaluate music and music performances.

### Knowledge:

#### Students will know/understand:
- **Voice Parts**
  - Soprano
  - Alto
  - Tenor
  - Bass
- **Stylistic practices**
  - Common tone
  - Doubling
  - Cadential 6/4
  - Passing 6/4
  - Arpeggiated 6/4
  - Pedal 6/4
  - Parallel perfect fifths
  - Parallel perfect octaves
  - Parallel unisons
  - Crossed voices
  - Overlap
  - Unequal fifths
  - Spacing
  - Close position
  - Open position

### Skills:

#### Students will be able to:
- Complete a four part chorale using appropriate stylistic practices
- Demonstrate retention of common tones
- Employ appropriate doubling
- Write examples of each variation of 6/4 triad
- Identify improper voice leading (parallel perfect fifths, parallel perfect octaves, parallel unisons, crossed voices, overlap, and improper doubling)
- Write examples of chords in closed position
- Write examples of chords in open position

### Essential Questions:
- What constitutes good part writing?

### Unit Questions:
- What is a chorale?
- Why are stylistic practices important?

### Expectations for Student Learning Addressed:

Demonstrate independence and proficiency in problem solving, reasoning, critical and creative thinking.

### Possible Assessments:

- Teacher Created Tests
- Unit Tests
- Quizzes
- Others: Worksheets, Musictheory.net Trainers, Performance, Aural Assessment

- Student Presentations
- Entrance/exit slips
- Group Projects

### Benchmark Assessment:

Unit Test
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**Assessment Techniques:**
- School-wide Problem Solving Rubric
- Teacher-created Criteria

**Technology Integration:** Internet Site, Audio Recordings

**Resources/Materials:**
- **Texts:** *Music in Theory and Practice*, Benward & Saker
- **Instruments:** Piano
- **Internet Sites:** Music Theory.net
- **Videos/DVD (Multimedia):** Various Audio Recordings

**Sample Lessons/Learning Activities:**
- Ear Training
  - Melodic dictation
  - Rhythmic dictation
  - Interval recognition
  - Chord recognition
- Practice Worksheets
  - Score Analysis
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**Westbrook High School Music Theory 2 Curriculum**  
**Grade 9-12**

<table>
<thead>
<tr>
<th>Unit 5: Harmonic Progression and Harmonic Rhythm</th>
<th>Anticipated Length: 9 weeks</th>
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</table>

**Standards:**
- #5 Students will read and notate music.
- #6 Students will listen to, describe and analyze music.
- #7 Students will evaluate music and music performances.

**Knowledge:**
*Students will know/understand:*
- Harmonic progression
- Root relationships
- Circle progression
- Non-circle progressions
  - Ascending fifths
  - Ascending seconds
  - Descending thirds
- Harmonic rhythm
- Cadential 6/4 chord (tonic 6/4)

**Skills:**
*Students will be able to:*
- Analyze root relationships in written music
- Indicate presence of circle progressions in written music
- Harmonize a melody using circle progressions
- Indicate types of non-circle progressions in written music
  - Ascending fifths
  - Ascending seconds
  - Descending thirds
- Harmonize a melody using non-circle progressions
  - Ascending fifths
  - Ascending seconds
  - Descending thirds
- Notate harmonic rhythm of a musical example
- Employ proper use of cadential 6/4 chord
- Identify cadential 6/4 chord in analysis

**Essential Questions:**
- What is harmonic progression?

**Unit Questions:**
- How does harmony propel music forward?
- How does harmonic rhythm help to establish a clear meter?

**Expectations for Student Learning Addressed:**
*The Westbrook HS student will...*
Demonstrate independence and proficiency in problem solving, reasoning, critical and creative thinking.

**Possible Assessments:**
- Teacher Created Tests
- Unit Tests
- Quizzes
- Others: Worksheets, Musictheory.net Trainers, Performance, Aural Assessment
- Student Presentations
- Entrance/exit slips
- Group Projects

**Benchmark Assessment:**
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**Assessment Techniques:**
- School-wide Problem Solving Rubric

**Technology Integration:** Internet Site, Audio Recordings

**Resources/Materials:**
- **Texts:** *Music in Theory and Practice*, Benward & Saker
- **Instruments:** Piano
- **Internet Sites:** Music Theory.net
- **Videos/DVD (Multimedia):** Various Audio Recordings

**Sample Lessons/Learning Activities:**
- Ear Training
  - Melodic dictation
  - Rhythmic dictation
  - Interval recognition
  - Chord recognition
- Practice Worksheets
  - Score Analysis
  - Harmonization of melodies
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### Westbrook High School Music Theory 2 Curriculum
#### Grade 9-12

<table>
<thead>
<tr>
<th>Unit 6: Dominant and Leading Tone Seventh Chords</th>
<th>Anticipated Length: 4 weeks</th>
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</thead>
</table>

### Standards:
- #5 Students will read and notate music.
- #6 Students will listen to, describe and analyze music.
- #7 Students will evaluate music and music performances.

### Knowledge:
**Students will know/understand:**
- Seventh chords
- Dominant seventh chord
- Inversions of dominant seventh chord
- Resolution of dominant seventh chord in circle progressions
- Resolution of dominant seventh chord in non-circle progressions
- Non-resolution of dominant seventh
- Stylistic practices for voice leading in dominant seventh chords
- Leading-tone seventh chords
  - Half diminished
  - Fully diminished
- Resolutions of tritones and seventh factors in leading-tone seventh chords
- Stylistic practices for voice leading in leading-tone seventh chords

### Skills:
**Students will be able to:**
- Write dominant seventh chords in all major and minor keys
- Write leading-tone seventh chords in all major and minor keys
- Spell half-diminished seventh chords from any given root
- Spell fully-diminished seventh chords from any given root
- Analyze resolutions of dominant seventh chords
  - In circle progressions
  - In non-circle progressions
  - In non-resolution
- Analyze resolutions of leading-tone seventh chords
- Find voice leading errors through analysis of incorrect musical examples
- Complete chorale-style harmonizations using stylistic practices for dominant and leading-tone seventh chords
- Analyze a score that includes dominant and leading-tone seventh chords in root position and inversions

### Essential Questions:
- What is dominant function?

### Unit Questions:
- How are dominant seventh chords and leading-tone seventh chords related?
- How do dominant seventh chords and leading-tone seventh chords function in harmonic progressions?

### Expectations for Student Learning Addressed:
- *The Westbrook HS student will...*

  Demonstrate independence and proficiency in problem solving, reasoning, critical and creative thinking.

### Possible Assessments:
- Teacher Created Tests
- Unit Tests
- Quizzes
- Others: Worksheets, Musictheory.net Trainers, Performance, Aural Assessment
- Student Presentations
- Entrance/exit slips
- Group Projects
**Benchmark Assessment:**
Unit Test

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**Goal:**

**Role:**

**Audience:**

**Situation:**

**Product, Performance, Purpose:**

**Standards for Success:**

**Assessment Techniques:**
- School-wide Problem Solving Rubric

**Technology Integration:** Internet Site, Audio Recordings

**Resources/Materials:**
- **Texts:** *Music in Theory and Practice*, Benward & Saker
- **Instruments:** Piano
- **Internet Sites:** Music Theory.net
- **Videos/DVD (Multimedia):** Various Audio Recordings

**Sample Lessons/Learning Activities:**
- **Ear Training**
  - Melodic dictation
  - Rhythmic dictation
  - Interval recognition
  - Chord recognition
- **Practice Worksheets**
  - Score Analysis
  - Harmonization of melodies
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<table>
<thead>
<tr>
<th>Unit 7: Secondary Dominants and Leading Tone Chords</th>
<th>Anticipated Length: 5 weeks</th>
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</table>

**Standards:**
- #5 Students will read and notate music.
- #6 Students will listen to, describe and analyze music.
- #7 Students will evaluate music and music performances.

**Knowledge:**  
*Students will know/understand:*
- Secondary dominants
- Secondary leading-tone chords
- Altered chords
- Primary dominants
- Tonicized chord
- Tonicization

**Skills:**  
*Students will be able to:*
- Spell secondary dominant seventh chords tonicizing any primary chord in any major or minor key
- Spell leading-tone seventh chords tonicizing any primary chord in any major or minor key
- Properly resolve secondary dominant chords to their tonicized chord
- Properly resolve secondary leading-tone chords to their tonicized chord
- Identify secondary dominants in score analysis
- Identify leading-tone seventh chords in score analysis

**Essential Questions:**
- What are secondary harmonies?

**Unit Questions:**
- What is tonicization?
- How do secondary dominants and leading-tone chords affect harmonic progression?

**Expectations for Student Learning Addressed:** *The Westbrook HS student will...*  
Demonstrate independence and proficiency in problem solving, reasoning, critical and creative thinking.

**Possible Assessments:**
- Teacher Created Tests
- Unit Tests
- Quizzes
- Others: Worksheets, Musictheory.net Trainers, Performance, Aural Assessment
- Student Presentations
- Entrance/exit slips
- Group Projects

**Benchmark Assessment:**  
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**Assessment Techniques:**
- School-wide Problem Solving Rubric
- Teacher-created Criteria

**Technology Integration:** Internet Site, Audio Recordings

**Resources/Materials:**
- **Texts:** *Music in Theory and Practice*, Benward & Saker
- **Instruments:** Piano
- **Internet Sites:** Music Theory.net
- **Videos/DVD (Multimedia):** Various Audio Recordings

**Sample Lessons/Learning Activities:**
- **Ear Training**
  - Melodic dictation
  - Rhythmic dictation
  - Interval recognition
  - Chord recognition
- **Practice Worksheets**
  - Score Analysis
  - Harmonization of melodies