Music Theory Curriculum

Grade 9-12: Unit 1

Renaissance
Course Description

The study of Music Theory is needed in part because it gives greater understanding to all music, past and present. This course, Music Theory, is an exploration about where the music in the Western tradition came from and how it has changed over the centuries from ancient times to the present. This course is focused on the musical works, styles, and genres, an ideas that has proven most influential, enduring, and significant. It also encompasses a wide range of music, from religious to secular, from serious to humorous, from art music to popular, and from Europe to the Americas. This course will bring several themes to the fore:

- the people who created, performed, heard, and paid for this music;
- the choices they made and why they made them;
- what they value most in the music;
- how those choices reflected both tradition and innovation.

Students will survey the continuum of musical history in Western Civilization starting from Antiquity, Medieval Time, Renaissance, than focusing on historical and cultural developments in each centuries: Seventeenth, Eighteenth, Nineteenth and Twentieth/Twenty-First. Main stylistic, cultural, political and historical trends of the period will be discussed to place musical events within their cultural and historical context. Although discussions of the pieces requires no knowledge of musical notation, all of the content is taught with an aural component with the aim to foster the development of aural skills that lead to an understanding of music.
## Pacing Chart

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<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>The Renaissance</td>
<td>8 weeks</td>
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<tr>
<td>Unit 2</td>
<td>The Baroque Period</td>
<td>8 weeks</td>
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<tr>
<td>Unit 3</td>
<td>The Romantic Period</td>
<td>8 weeks</td>
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<tr>
<td>Unit 4</td>
<td>Rock and Roll</td>
<td>8 weeks</td>
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<tr>
<td>Educational Technology Standards</td>
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<td>----------------------------------</td>
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- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
## Career Ready Practices Standards

<table>
<thead>
<tr>
<th>CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</th>
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**CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP3. **Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. **Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. **Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that
positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their
workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.
CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Differentiated Instruction

**Accommodate Based on Students individual Needs: Strategies**

<table>
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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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</thead>
<tbody>
<tr>
<td>- Extra time for assigned tasks&lt;br&gt;- Adjust length of assignment&lt;br&gt;- Timeline with due dates for reports and projects&lt;br&gt;- Communication system between home and school&lt;br&gt;- Provide lecture notes/outline</td>
<td>- Extra Response time&lt;br&gt;- Have students verbalize steps&lt;br&gt;- Repeat, clarify or reword directions&lt;br&gt;- Mini-breaks between tasks&lt;br&gt;- Provide a warning for transitions&lt;br&gt;- Reading partners</td>
<td>- Comprehension&lt;br&gt;- Precise step-by-step directions&lt;br&gt;- Short manageable tasks&lt;br&gt;- Brief and concrete directions&lt;br&gt;- Provide immediate feedback&lt;br&gt;- Small group instruction&lt;br&gt;- Emphasize multi-sensory learning</td>
<td>- Teacher-made checklist&lt;br&gt;- Use visual graphic organizers&lt;br&gt;- Reference resources to promote independence&lt;br&gt;- Visual and verbal reminders&lt;br&gt;- Graphic organizers</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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<tr>
<td>- Computer/whiteboard&lt;br&gt;- Tape recorder&lt;br&gt;- Spell-checker</td>
<td>- Extended time&lt;br&gt;- Study guides&lt;br&gt;- Shortened tests&lt;br&gt;- Read directions aloud</td>
<td>- Consistent daily structured routine&lt;br&gt;- Simple and clear classroom rules&lt;br&gt;- Frequent feedback</td>
<td>- Individual daily planner&lt;br&gt;- Display a written agenda&lt;br&gt;- Note-taking assistance&lt;br&gt;- Color code materials</td>
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## Enrichment

**Accommodate Based on Students individual Needs: Strategies**

- Adaptation of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentor-ships
Assessments

- Listening Outlines
- Drag and Drop Items
- Multiple-Choice Items
- Timelines
- Maps
- Charts
- Graphic Organizers
- DBQ, Essays
- Oral Report
- Role Playing
- Multiple Response Strategies (Response Card, Whip-around, Think-Pair-Share, Table Talk, Quick Response, Oral/Choral Response, White Boards)
- Concept Mapping
- Short/Extended Constructed Response Items
- Quizzes
- Journal Entries/Reflections/Quick-Writes
- Accountable talk
- Projects
- Portfolios
- Observation
- Graphic Organizers/Concept Mapping
- Presentations
- Homework
Interdisciplinary Connections

6.2 World History/Global Studies
6.2.12.B.2.a Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.
6.2.12.B.2.b Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts.
6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics.
6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

English Language Arts & History/Social Studies Grades 9-10 Common Core Standards Key Ideas and Details:
RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or

English Language Arts Standards
WHST.9-10.2 a-f: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Production and Distribution of Writing:
WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.
**Grade:**
9-12

<table>
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<th>Unit:</th>
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<tr>
<td>I. The Renaissance</td>
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**Topic Description:**
Renaissance style will be investigated by analyzing the form, function, craftsmanship, and originality of representative works of music and examining the role that representative composers had in affecting established or emergent forms of musical expression.

**New Jersey Core Curriculum Content Standards (NJCCCS):**

1.1.12. B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

1.1.12. B.2 Synthesize knowledge of the elements of music in the deconstruction of complex musical scores from diverse cultural contexts.

1.2.12. A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12. A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.3.12. B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance.

1.3.12. B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.

1.4.12. A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12. A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12. A.3 Develop informed personal responses to an assortment of artworks using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12. A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

1.4.12. B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical...
1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

1.4.12. B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

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<th>Resources</th>
<th>Sample Activities</th>
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| **The Renaissance:**             | ▪ What are the factors that led to the Renaissance? What was their impact on the arts?  
▪ What intellectual movement *humanism* was about?  
▪ What two innovations were brought into sculpture, painting, and architecture with Renaissance?  
▪ What are some characteristics of Renaissance music? | Music and Renaissance:  
Metropolitan Museum of Art, Music in the Renaissance:  
[http://www.metmuseum.org/toah/hd/renm/hd_renm.htm](http://www.metmuseum.org/toah/hd/renm/hd_renm.htm)  
- Create a vocabulary list of new words pertaining the Renaissance.  
- Listen to samples of music from Renaissance at [www.wwnorton.com](http://www.wwnorton.com), Norton Anthropology of Western Music.  
- Travel Blog: Create a travel blog in which you address social, political, cultural and economic conditions in Medieval Europe. Place an emphasis on the role of music in society.  
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| **Music in Renaissance.**        | - What are the major historic, political and cultural events that parallel the development of new musical forms in the Renaissance?  
- What did contribute greatly to the development of music in 15\textsuperscript{th} and 16\textsuperscript{th} centuries?  
- What cities were the major centers for training musicians or for musical patronage in the Renaissance? | A Selection of Renaissance Music: [www.medieval.org/emfaq/beginlst/renaiss.htm](http://www.medieval.org/emfaq/beginlst/renaiss.htm)  
A History of Western Music, J. Peter Burkholder, Donald Jay Grout, Claude V. Palisca, ninth Edition, publisher W.W. Norton & Company. | - Social Media Activity: Create a twitter, Tumblr, or Facebook for the Legacy of Renaissance.  
- Explain the differences, if any, between the music in the Middle Ages and the Renaissance music  
- Compare and contrast the use of music elements in Gregorian Chant, Alleluia: Vidimus Stellam and Palestrina, Kyrie from Pope Marcellus. |
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| Renaissance: music printing.     | ▪ How the Renaissance writes express their understanding of importance of Music for education? Compare it with Greek philosopher saying on the same subject.  
▪ What innovation fostered the growth of musical literacy?  
- Listen to samples of music from Renaissance at [www.wwnorton.com](http://www.wwnorton.com), Norton Anthropology of Western Music.  
- Create a vocabulary list of new words pertaining the studied chapter.  
- Find at least two recordings of instrumental early music to study: make sure one uses |
| Investigate how interweaving melodic lines called polyphony define Renaissance. | ▪ The rise of the Instrumental music.  
▪ Examine the instruments of Renaissance.  
▪ Examine the types of instrumental music.  
▪ Examine the instrumental music in Venice.  
1.3.12. B.1, 1.2.12. A.1, | | |
| | ▪ What new genres were developed that were not dependent on dancing or singing?  
▪ What were the types of instrumental music?  
▪ What instrumental families from Renaissance can you name?  
▪ What was the most popular household instrument in the 16th century?  
▪ What new musical forms were invented in 16th century? | | |
| | ▪ What new genres were developed that were not dependent on dancing or singing?  
▪ What were the types of instrumental music?  
▪ What instrumental families from Renaissance can you name?  
▪ What was the most popular household instrument in the 16th century?  
▪ What new musical forms were invented in 16th century? | | |
| | | | |
### NJDOE Student Learning Objectives

| 1.2.12.A.2. | What is Venetian’ *Polychoral Motet?*  
- Examine how instrumental music get independence from dance or song.  
- Analyze Texture with four or more independent melodic parts being performed simultaneously.  
| 1.2.12.A.1; 1.2.12.A.2 | How did instrumental music continue to develop throughout the Renaissance? |  | Authentic instruments, and the other uses modern instruments. Write a short essay which answers the following question based on your listening experience: If you needed to choose between two early music performances, one with early instruments and one with modern, which would you choose? Why? |

| 1.2.12.A.2. | What are your personal impressions and experiences from attending a concert or watching a taped performance?  
- How were the elements of music manipulated during the performance?  
- What was the historical significance of musical pieces you heard? | Concertgoing – A Handbook for Students; Writing a Concert Report: [http://www.mhhe.com/socscience/music/kamien/student/olc/mxzv2c23.htm](http://www.mhhe.com/socscience/music/kamien/student/olc/mxzv2c23.htm) | Attend a concert of Renaissance music and write a concert report. Describe the piece(s) you hear – how they sound to you. Identify the musical elements you hear using the appropriate terminology and describe your reactions and experiences in connection with those elements. |

<p>| 1.2.12.A.2. | Formulate criteria for evaluation using the principles of positive critique |  |  |</p>
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## Unit Project (Choose 1)

### Unit Project (Suggested)

Compare and contrast two periods: Middle Ages and Renaissance from the perspective of major historic, political and cultural events that parallel Music and Art.
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Refers to <strong>three or more</strong> musical elements with accurate, descriptive and supportive evidence along with relevant connections to the musical excerpt(s)</td>
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</tbody>
</table>
| 80-89  | Refers to **at least three** musical elements with **somewhat** accurate, descriptive and supportive evidence along with generally relevant connections to the musical excerpt(s)  
**OR**  
Refers to **at least three** musical elements, **one with** accurate, descriptive and supportive evidence along with relevant connections to the musical excerpt(s) and **the other(s) without** descriptive or supportive evidence or relevant connections to the musical excerpt(s) |
| 70-79  | Refers to **at least two** musical elements with **somewhat** accurate, descriptive and supportive evidence along with generally relevant connections to the musical excerpt(s)  
**OR**  
Refers to **at least two** musical elements, **one with** accurate, descriptive and supportive evidence along with relevant connections to the musical excerpt(s) and **the other(s) without** descriptive or supportive evidence or relevant connections to the musical excerpt(s) |
| 60-69  | Refers to **only one** musical element **without** descriptive or supportive evidence or relevant connections to the musical excerpt(s) |
| Below 60 | Response is illegible  
**OR**  
Response doesn’t meet any of the above criteria  
**OR**  
Response is inappropriate to topic  
**OR**  
No response |
Field Trip Ideas: Attend a concert and write a concert report.

Following are some of the suggested venues in New Jersey:

- **Bergen PAC**, 30 North Van Brunt St., Englewood, NJ 07631
- **Peak Performances at Montclair State University**, One Normal Avenue, Montclair, NJ 07043
- **Newark Symphony Hall**, 1020 Broad Street, Newark, NJ
- **New Jersey Performing Arts Center**, One Center Street, Newark, NJ 07102