



# Music Theory, PreAP 8th Grade LEVEL I

## Scope & Sequence

1st Six Weeks		
<b>SEL/The First Five Days (5 Days)</b>	<p><b>Learning Intentions:</b> Self-Awareness- Recognizing Strengths; Self-Management- Goal Setting; Social Awareness- Respect for Others; Relationship Skills- Communication, Relationship Building; Responsible Decision-making- Identifying and Solving Problems</p> <p><b>Vocabulary &amp; Concepts:</b></p> <ul style="list-style-type: none"> <li>• Classroom Management, Getting to Know Your Students, Developing Procedural Processes for Daily Routines</li> <li>• Rules, Expectations, and Procedures</li> <li>• Get to know you: Theatre Introduction</li> <li>• Develop Social Contract</li> <li>• Identify and use appropriate Audience Etiquette</li> <li>• Understand and execute theatre safety protocols</li> <li>• Develop and practice theatre preparation and warm-up techniques</li> <li>• Develop self-awareness, self-image; self-esteem, and self-confidence</li> </ul>	<b>TEKS §117.314</b>
<b>MODULE 1: Sources UNIT 1: Intro to Music Theory</b>	<p><b>Learning Intentions:</b> In this unit, students will establish an orientation on the Music Theory experience by:</p> <ul style="list-style-type: none"> <li>• EK 1.1 A-M Musicians study musical works to identify and understand the elements of music and the ways that music can be shaped by composer and performer.</li> <li>• EK 1.1 B-M In studying and comparing musical works, musicians identify stylistic and expressive choices that may inspire and inform their own work.</li> <li>• EK 1.2 A-M Musical examples are situated within social, historical, and stylistic contexts that influence their content.</li> <li>• EK 1.2 B-M Musicians can articulate a personal response or interpretation of a performance basing their ideas on particular evidence from the work itself.</li> <li>• EK 2.1 A-M Musicians participate in regular and consistent practice to build knowledge and skills and increase their expressive abilities.</li> <li>• EK 2.1 B-M Musicians cultivate dispositions of patience and persistence by refining their practice</li> </ul>	<b>TEKS §117.314</b> 1(A), 1(B), 1(C), 1(D), 1(E),1(F) 2(A), 2(B), 3(A), 3(B), 3(C), 3(D), 3(E), 3(F), 5(A), 5(C), 5(D), 5(E), 6(A), 6(B),



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	<p>routines and self-identifying areas for improvement.</p> <p><b>Vocabulary &amp; Concepts:</b> Academic and Concept Vocabulary; Western Musical Notation, notes, clefs, ledger lines, reading clefs, keyboard, grand staff, whole step, half step, accidentals, rhythmic values, rest values, simple meter and time signatures, dynamics, expression marks, solfege</p> <p>Formative Assessment: Music Theory Fundamentals Assessment</p> <p>Summative Assessment: (Summative assessment will be given at Unit 2)</p>	
<p><b>Module 1: Sources</b></p> <p><b>UNIT 2: Intro to Music Theory- Simple and Compound Meter</b></p>	<p><b>Learning Intentions:</b> In this unit, students will establish an orientation of the Music Theory experience by:</p> <ul style="list-style-type: none"> <li>• EK 1.1 A-M Musicians study musical works to identify and understand the elements of music and the ways that music can be shaped by composer and performer.</li> <li>• EK 1.1 B-M In studying and comparing musical works, musicians identify stylistic and expressive choices that may inspire and inform their own work.</li> <li>• EK 1.2 A-M Musical examples are situated within social, historical, and stylistic contexts that influence their content.</li> <li>• EK 1.2 B-M Musicians can articulate a personal response or interpretation of a performance basing their ideas on particular evidence from the work itself.</li> <li>• EK 2.1 A-M Musicians participate in regular and consistent practice to build knowledge and skills and increase their expressive abilities.</li> <li>• EK 2.1 B-M Musicians cultivate dispositions of patience and persistence by refining their practice routines and self-identifying areas for improvement.</li> </ul> <p><b>Vocabulary &amp; Concepts:</b> Academic and Concept Vocabulary; Western Musical Notation, notes, clefs, ledger lines, reading clefs, keyboard, grand staff, whole step, half step, accidentals, rhythmic values, rest values, simple meter and time signatures, dynamics, expression marks, solfege, simple meter, compound meter, other rhythmic essentials</p> <p>Formative Assessment (Two Required):</p>	<p><b>TEKS §117.314</b></p> <p>1(A), 1(B), 1(C), 1(D), 1(E), 1(F) 2(A), 2(B), 3(A), 3(B), 3(C), 3(D), 3(E), 3(F), 5(A), 5(C), 5(D), 5(E), 6(A), 6(B),</p>



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	<p>Sight Reading Rhythm Exercise Sight Reading Solfege Exercise</p> <p>Summative Assessment (One Required): Analysis Project w/ Written Reflection</p>	
2nd & 3rd Six Weeks		
<p><b>Module 2: Structures</b></p> <p><b>UNIT 3: Major Scales, Scale Degrees and Key Signatures</b></p>	<p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>● EK 2.1 A-M Musicians participate in regular and consistent practice to build knowledge and skills and increase their expressive abilities.</li> <li>● EK 2.1 B-M Musicians cultivate dispositions of patience and persistence by refining their practice routines and self-identifying areas for improvement.</li> <li>● EK 2.2 A-M Musicians experiment with technique to actualize a fully realized and expressive performance.</li> <li>● EK 2.2 B-M Musicians capture newly created ideas in written notation and may also improvise or perform those new ideas.</li> </ul> <p><b>Vocabulary &amp; Concepts:</b> Academic and Concept Vocabulary; Western Musical Notation, notes, clefs, ledger lines, reading clefs, keyboard, grand staff, whole step, half step, accidentals, rhythmic values, rest values, simple meter and time signatures, dynamics, expression marks, solfege, simple meter, compound meter, other rhythmic essentials; major scales, major key signatures.</p> <p>Formative Assessment (Four Required): Sight Reading Rhythm Exercise (2) Sight Reading Solfege Exercise (2)</p> <p>Summative Assessment (Two Required):</p>	<p><b>TEKS §117.314</b></p> <p>1(A), 1(B), 1(C), 1(D), 1(E), 1(F) 2(A), 2(B), 3(A), 3(B), 3(C), 3(D), 3(E), 3(F), 4(A), 4(B), 4(C), 4(D), 4(E), 4(F), 6(A), 6(B), 6(C), 6(D).</p>



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	Small composition project.	
4th Six Weeks		



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<p><b>UNIT 0: SEL/The First Five Days (5 Days)</b></p>	<p><b>Learning Intentions:</b> Self-Awareness- Recognizing Strengths; Self-Management- Goal Setting; Social Awareness- Respect for Others; Relationship Skills- Communication, Relationship Building; Responsible Decision-making- Identifying and Solving Problems</p> <p><b>Vocabulary &amp; Concepts:</b></p> <ul style="list-style-type: none"> <li>• Classroom Management, Getting to Know Your Students, Developing Procedural Processes for Daily Routines</li> <li>• Rules, Expectations, and Procedures</li> <li>• Get to know you: Theatre Introduction</li> <li>• Develop Social Contract</li> <li>• Identify and use appropriate Audience Etiquette</li> <li>• Understand and execute theatre safety protocols</li> <li>• Develop and practice theatre preparation and warm-up techniques</li> </ul> <p>Develop self-awareness, self-image; self-esteem, and self-confidence</p> <p><b>Vocabulary &amp; Concepts:</b> Academic and Concept Vocabulary;</p>	<p style="text-align: center;"><b>TEKS §117.314</b></p>
<p><b>Module 2: Structures</b> <b>UNIT 6: Minor Scales and Key Signatures</b></p>	<p><b>Learning Intentions:</b> In this unit, students will increase their proficiency in Music Theory by:</p> <p>EK 3.1A-M Musicians interpret music in multiple ways, including through altering melody, harmony, rhythm, articulation, style, and/or expression.</p> <p>EK 3.1 B-M Musicians recognize that musical works are often developed in response to themes and ideas of interest.</p>	<p style="text-align: center;"><b>TEKS §117.314</b></p> <p>1(A), 1(B), 1(C), 1(D), 1(E),1(F) 2(A), 2(B), 3(A), 3(B), 3(C), 3(D), 3(E), 3(F),</p>



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( ___ Days)	<p>EK 3.1 C-M Musicians create meaning by purposefully selecting repertoire of personal significance.</p> <p>EK 3.2 A-M Composers and performers determine what they want to say or express and manipulate musical elements and techniques to best express these ideas.</p> <p>EK 3.2 B-M Musicians work collaboratively in an ensemble to create fully realized and expressive performances.</p> <p><b>Vocabulary &amp; Concepts:</b> Academic and Concept Vocabulary; Western Musical Notation, notes, clefs, ledger lines, reading clefs, keyboard, grand staff, whole step, half step, accidentals, rhythmic values, rest values, simple meter and time signatures, dynamics, expression marks, solfege, simple meter, compound meter, other rhythmic essentials; major scales, major key signatures, minor scales, minor key signatures.</p> <p>Formative Assessment:</p> <p>Summative Assessment:</p>	<p>4(A), 4(B),4(C), 4(D), 4(E), 4(F), 6(A), 6(B), 6(C), 6(D),</p>
<b>5th Six Weeks</b>		
<p><b>Module 2: Structures UNIT 7: Intervals &amp; Triads</b></p>	<p><b>Learning Intentions:</b> In this unit, students will increase their proficiency in Music Theory by:</p> <p>EK 3.1 C-M Musicians create meaning by purposefully selecting repertoire of personal significance.</p> <p>EK 3.2 A-M Composers and performers determine what they want to say or express and manipulate musical elements and techniques to best express these ideas.</p> <p>EK 3.2 B-M Musicians work collaboratively in an ensemble to create fully realized and expressive performances.</p> <p><b>Vocabulary &amp; Concepts:</b> Academic and Concept Vocabulary; Western Musical Notation, notes, clefs, ledger lines, reading clefs, keyboard, grand staff, whole step, half step, accidentals, rhythmic values, rest values, simple meter and time signatures, dynamics, expression marks, solfege, simple meter, compound meter, other rhythmic essentials; major scales, major key signatures, minor scales, minor key signatures.</p>	<p><b>TEKS §117.314</b></p> <p>1(A), 1(B), 1(C), 1(D), 1(E), 2(A), 2(B), 3(A), 3(B), 3(C), 3(D), 3(E), 3(F), 4(A), 4(B),4(C), 4(D), 4(E), 4(F), 6(A), 6(B),</p>



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### 6th Six Weeks

<p><b>Module 3: Iteration UNIT 8: Seventh Chords</b></p> <p>( ____ Days)</p>	<p><b>Learning Intentions:</b> In this unit, students, will deepen their appreciation for music theory by:</p> <p>EK 4.1 A-M Musicians consider the accuracy of technique, creative and stylistic decisions, an an understanding of context when reflecting on their performance.</p> <p>EK 4.1 B-M Decisions made in developing a performance are shaped by individual and group reflection throughout the c reactive process.</p> <p>EK 4.2 A-M Musicians use feedback and evaluation as a tool for identifying next steps for improving a performance or composition.</p> <p>EK 5.1 A-M Musicians refine the technical and expressive elements of the various parts of a work to form a cohesive whole.</p> <p>EK 5.2 A-M Musicians consider their audience and the context in which they are presenting a work when making decisions about what and how to perform.</p> <p><b>Vocabulary &amp; Concepts:</b> Academic and Concept Vocabulary;</p> <p>Formative Assessment:</p> <p>Summative Assessment: Final Exam/Composition Project with Written Reflection</p>	<p><b>TEKS §117.314</b></p> <p>2(A), 2(B), 3(A), 3(B), 3(C), 3(D), 3(E), 3(F), 4(A), 4(B),4(C), 4(D), 4(E), 4(F), 6(A), 6(B), 6(C), 6(D),</p>
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