



9-12th Grade

Beginning

Music Theory & Composition GSE



CREATING

HSBMT.CR.1 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-notes and rests in simple 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 and chromatic scales through a variety of methods (e.g key signatures, accidentals, step-relationships).
- g. Identify chords (e.g. major and minor triads).
- h. Aurally 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).
- i. Introduce cadences visually and aurally (e.g. plagal, perfect authentic, imperfect authentic).
- j. Identify and describe common terminologies of form, style, musical expression, and volume/intensity.

HSBMT.CR.2 Improvise rhythms and melodies.

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

HSBMT.CR.3 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.



PERFORMING

HSBMT.PR.1 Sing alone and with others.

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

HSBMT.PR.2 Perform on instruments, alone and with others.

- 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.

RESPONDING

HSBMT.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).
- b. Identify and describe simple forms of music, and relate them to the style, mood and context of the piece being studied.
- c. Use music terminology (e.g. tempo, dynamics, texture, articulation) and relate terms to the style, mood and content of the piece being studied.
- d. Describe the uses of technical and expressive elements of music in terms of their effect on the listener.

HSBMT.RE.2 Evaluate music and music 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-created criteria, evaluate a music performance.
- d. Identify various uses of music in daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient).



CONNECTING

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

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

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

- a. 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 how developments of major musical movements, figures, and events coincide with and/or were influenced by political, religious, and economic conditions of the time.