



**Music**

**Theory & Harmony 9-12**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
	<p><b>First Six Weeks</b></p> <p>D. Major/Minor Scales and Key Signatures</p> <ol style="list-style-type: none"> <li>1. Whole step</li> <li>2. Half step</li> <li>3. Tetrachord</li> <li>4. Major scale construction formula</li> <li>5. Minor scale construction formula</li> <li>6. Order of sharps</li> <li>7. Order of flats</li> <li>8. Circle of fifths</li> <li>9. Key signatures (15 major and minor)</li> <li>10. Enharmonic equivalent (3 scales)</li> <li>11. Relative minor/major</li> <li>12. Parallel minor/major</li> <li>13. Natural (pure) minor</li> <li>14. Harmonic minor</li> <li>15. Melodic minor</li> </ol> <p><b>II. COMPOSITION</b></p> <p>A. Notes In Varying Clefs</p> <ol style="list-style-type: none"> <li>1. Written</li> </ol> <p>B. Rhythm Patterns</p> <ol style="list-style-type: none"> <li>1. Various note and rest values</li> <li>2. Various meters</li> </ol> <p>C. Major/Minor Key Signatures</p> <ol style="list-style-type: none"> <li>1. Written</li> </ol> <p>D. Major/Minor Scale Construction – Sequence</p> <ol style="list-style-type: none"> <li>1. Construction - sequence</li> </ol> <p>E. Major/Minor Scale Construction – Key Signatures</p> <ol style="list-style-type: none"> <li>1. Construction – key signatures</li> </ol>	<p>Self tests and workbook pages for textbook</p> <p>Teacher made tests and quizzes</p>	<p>TH pp.6-16</p> <p>TH pp. 3-16, 28-30</p>	

**RESOURCE KEY**  
 TH = Tonal Harmony by Stephen Kostka and Dorothy Payne

**Music**

**Theory & Harmony 9-12**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
	<p><b>First Six Weeks</b></p> <p>F. Minor Scale – Three Forms            1. Construction</p> <p>G. Transposition            1. Key to key            2. Meter to meter</p> <p><b>III. VISUAL ANALYSIS</b></p> <p>A. Notes in Varying Clefs            1. Identification</p> <p>B. Rhythm Patterns            1. Notes and rests            2. Meters</p> <p>C. Major/Minor Key Signature            1. Identification and demonstration</p> <p>D. Major/Minor Scale            1. Identification and demonstration</p> <p>E. Minor Scale – Three Forms            1. Identification and demonstration</p>	<p>Self tests and workbook pages</p> <p>Teacher made tests and quizzes</p> <p>Analysis of literature being performed in class and in private lessons</p>	<p>TH pp. 3-16, 28-30</p>	

**RESOURCE KEY**  
 TH = Tonal Harmony by Stephen Kostka and Dorothy Payne

**Music**

**Theory & Harmony 9-12**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
	<p><b>First Six Weeks</b></p> <p><b>IV. PERFORMANCE/AURAL ANALYSIS</b></p> <p>A. Fundamentals of Acoustics</p> <ol style="list-style-type: none"> <li>1. Definition of sound</li> <li>2. Definition of musical tone</li> <li>3. Musical tones vs. notes</li> <li>4. Tone production methods</li> <li>5. Overtone series – significance</li> <li>6. Overtone series – application</li> </ol> <p>B. Whole Step vs. Half Step</p> <ol style="list-style-type: none"> <li>1. identification</li> </ol> <p>C. Major/Minor Scales</p> <ol style="list-style-type: none"> <li>1. Performance</li> <li>2. Identification</li> </ol> <p>D. Minor Scale – Three Forms</p> <ol style="list-style-type: none"> <li>1. Identification</li> <li>2. Performance</li> </ol> <p>E. Rhythmic Dictation</p> <ol style="list-style-type: none"> <li>1. Performance</li> <li>2. Scribe</li> </ol> <p>F. Meter Identification</p> <ol style="list-style-type: none"> <li>1. Performance</li> <li>2. Aural identification</li> </ol> <p>G. Keyboard</p> <ol style="list-style-type: none"> <li>1. Notes in varying clefs, including “C” clefs</li> <li>2. Tetrachords</li> <li>3. Major/minor scales</li> <li>4. Three forms of the minor scale</li> </ol>	<p>Performances and demonstrations by students on their primary instruments</p> <p>Simple melodic and rhythmic dictation and sight-singing exercises created by teacher or students for each other</p> <p>Keyboard assignments and quizzes</p>	<p>see ancillary materials            TH pp. 3-16</p>	

**RESOURCE KEY**  
 TH = Tonal Harmony by Stephen Kostka and Dorothy Payne









**Music**

**Theory & Harmony 9-12**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2, 4	<p><b>Third Six Weeks</b></p> <p><b>IV. PERFORMANCE/AURAL ANALYSIS</b></p> <ul style="list-style-type: none"> <li>A. Triads in Four Voices               <ul style="list-style-type: none"> <li>1. Aural identification</li> </ul> </li> <li>B. Root Progressions               <ul style="list-style-type: none"> <li>1. Aural identification</li> </ul> </li> <li>C. Cadence Types               <ul style="list-style-type: none"> <li>1. Aural identification</li> </ul> </li> <li>D. Harmonic Dictation               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> <li>E. Melodic Dictation               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> <li>F. Rhythmic Dictation               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> <li>G. Error Detection               <ul style="list-style-type: none"> <li>1. Aural identification</li> </ul> </li> <li>H. Sight Singing               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> <li>I. Keyboard               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> </ul>	<p>Performance and demonstrations by students on their primary instruments</p> <p>Melodic dictation exercises</p> <p>Rhythmic dictation exercises</p> <p>Harmonic dictation exercises</p> <p>Sight Singing exercises</p> <p>Keyboard exercises</p>	<p>TH pp. 78-99, 156-161</p>	

**RESOURCE KEY**  
 TH = Tonal Harmony by Stephen Kostka and Dorothy Payne





Stockton Unified School District  
**Curriculum Map**

**Music**

**Theory & Harmony 9-12**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
	<ul style="list-style-type: none"> <li>1. Performance</li> <li>G. Error Detection               <ul style="list-style-type: none"> <li>1. Aural detection</li> </ul> </li> <li>H. Sight Singing               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> <li>I. Keyboard               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> </ul>			
<p>1, 2, 4, 5</p> <p>1, 2, 5</p>	<p style="border: 1px solid black; padding: 2px; display: inline-block;"><b>Fifth Six Weeks</b></p> <p><b>I. MUSICAL LITERACY</b></p> <ul style="list-style-type: none"> <li>A. Triads in second inversion               <ul style="list-style-type: none"> <li>1. Doubling</li> <li>2. Restricted use</li> <li>3. Part-writing considerations</li> <li>4. Guidelines for use</li> <li>5. Arabic numerals for analysis</li> </ul> </li> <li>B. Non-harmonic tones               <ul style="list-style-type: none"> <li>1. Anticipation</li> <li>2. Escape tone (echappee)</li> </ul> </li> </ul> <p><b>II. COMPOSITION</b></p> <ul style="list-style-type: none"> <li>A. Second Inversion Triads               <ul style="list-style-type: none"> <li>1. Cadential 6/4 progressions</li> <li>2. Neighboring 6/4 progressions</li> <li>3. Passing 6/4 progressions</li> </ul> </li> <li>B. Figured Bass               <ul style="list-style-type: none"> <li>1. Realization in four parts</li> </ul> </li> <li>C. Soprano Line               <ul style="list-style-type: none"> <li>1. Harmonization in four parts</li> </ul> </li> <li>D. Appropriate Use of Non-Harmonic Tones</li> </ul>	<p>Self -tests and correlating workbook pages</p> <p>Teacher -made exercises, tests, and quizzes</p> <p>Quizzes and “trainers” on musictheory.net website (or other such sites)</p> <p>Self- tests and correlating workbook pages</p> <p>Teacher -made exercise and tests</p> <p>Student original compositions</p>	<p>TH pp. 144-155</p> <p>TH pp. 144-155, 195-196</p>	<p><u>Math</u>: number systems, fractions</p> <p><u>Language Arts</u>: directions</p> <p><u>Foreign Language</u> : Italian, French, and German terms</p> <p><u>Social Studies</u>: history/ culture</p>

**RESOURCE KEY**  
 TH = Tonal Harmony by Stephen Kostka and Dorothy Payne

**Music**

**Theory & Harmony 9-12**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
2	1. Performance <b>III. VISUAL ANALYSIS</b> A. Four Part Score Analysis 1. Second inversion triads 2. Non-harmonic tones 3. Roman and Arabic numeral analysis 4. Part-writing error detection	Self-tests and correlating workbook pages  Analysis of literature from performing classes , private lessons, hymnals, and anthologies	TH pp. 117-119, 179-181, 195-196	
1, 2, 4	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;"><b>Fifth Six Weeks</b></div> <b>IV. PERFORMANCE/AURAL ANALYSIS</b> A. Triads 1. Second inversion triads in four voices B. Non-harmonic tones 1. Anticipation 2. Escape tone C. Harmonic Dictation 1. Performance D. Melodic Dictation 1. Performance E. Rhythmic Dictation 1. Performance F. Error Detection 1. Aural detection G. Sight Singing 1. Performance H. Keyboard 1. Performance	Performance and demonstrations on student primary instrument  Melodic, rhythmic, and harmonic dictation and sight singing exercises (created by teachers AND students)	TH pp. 144-145, 179-181, 195-196	

**RESOURCE KEY**  
 TH = Tonal Harmony by Stephen Kostka and Dorothy Payne



**Music**

**Theory & Harmony 9-12**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2, 4	<ul style="list-style-type: none"> <li>3. Roman and Arabic numeral analysis</li> <li>4. Part-writing error detection</li> </ul> <p><b>IV. PERFORMANCE/AURAL ANALYSIS</b></p> <ul style="list-style-type: none"> <li>A. Dominant Seventh Chords in Four Voices               <ul style="list-style-type: none"> <li>1. Aural identification</li> </ul> </li> <li>B. Non-Harmonic Tones               <ul style="list-style-type: none"> <li>1. Suspension/retardation</li> <li>2. Appoggiatura</li> <li>3. Cambiata</li> </ul> </li> </ul>	<p>performance literature, hymns, and music from anthologies</p> <p>Performances and demonstrations by students on primary instruments</p> <p>Melodic, rhythmic, and harmonic dictation and sight singing exercises (created by teachers AND students)</p> <p>Keyboard exercises</p>	TH pp. 182-186, 193-194, 207-225	
	<p><b>Sixth Six Weeks</b></p> <ul style="list-style-type: none"> <li>C. Harmonic Dictation               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> <li>D. Melodic Dictation               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> <li>E. Rhythmic Dictation               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> <li>F. Error Detection               <ul style="list-style-type: none"> <li>1. Aural detection</li> </ul> </li> <li>G. Sight Singing               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> <li>H. Keyboard               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> </ul>			

**RESOURCE KEY**  
 TH = Tonal Harmony by Stephen Kostka and Dorothy Payne

Stockton Unified School District  
**Curriculum Map**

**Music**

**Theory & Harmony 9-12**

<b>SUSD Standards</b>	<b>Content Outline</b>	<b>Products/ Performance Assessments</b>	<b>Resources</b>	<b>Connections</b>

**RESOURCE KEY**  
TH = *Tonal Harmony* by Stephen Kostka and Dorothy Payne