

EASTERN LEBANON COUNTY SCHOOL DISTRICT  
STUDENT LEARNING MAP

Course/Subject: Music Creation  
Topic: Elements of Music

Days: 90  
Grade Level: 9-12 Grade

**Key Learning** – Knowing the elements of music enhances our appreciation of performance practices.



**Unit Essential Question** – How do we develop and utilize the elements of music in practice and performance?

<b>Concept</b> Rhythm	<b>Concept</b> Melody	<b>Concept</b> Harmony
<b>Standards:</b> 1, 2, 3, 5	<b>Standards:</b> 1, 2, 3, 5, 6	<b>Standards:</b> 1, 2, 3, 5, 6
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<b>Lesson Essential Question</b> Why is rhythm needed to create music?	<b>Lesson Essential Question</b> How do I identify, produce, and perform various notes on an instrument?	<b>Lesson Essential Question</b> Which notes are important when we are performing as a group?
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<b>Vocabulary</b> Dotted half notes, sixteenth notes, sixteenth rests, eighth-sixteenth note combinations, dotted quarter-eighth notes, dotted eighth sixteenth notes, triplet, syncopation	<b>Vocabulary</b> High and low, melodic patterns, octaves, major scale, minor scale, Phrygian mode, dorian mode, Ionian mode, Lydian mode, mixolydian mode, relative major, relative minor, parallel major, parallel minor, chromatic scale, sharps, flats, steps, leaps, repeats, DS al Segno, Da Capo,	<b>Vocabulary</b> Chords, chord progression, I, IV, V7, Blues chord progression, Rock chord progression, tetrachord, triad, circle of fifths, leading tone, third, fifth, seventh, prime interval, subdominant, dominant, supertonic, tonic, transposition, augmented interval, diminished interval, diatonic interval, chromatic interval, key signature, major interval, minor interval, octave, root position, 1 <sup>st</sup> inversion, 2 <sup>nd</sup> inversion, 3 <sup>rd</sup> inversion, open position, closed position

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<b>Concept</b> Style	<b>Concept</b> Form	<b>Concept</b> Timbre
<b>Standards:</b> 1, 2, 4, 5, 6, 7	<b>Standards:</b> 1, 2, 4, 5, 6, 7	<b>Standards:</b> 1, 2, 6, 7
↓	↓	↓
<b>Lesson Essential Question</b> How can music be performed in different ways?	<b>Lesson Essential Question</b> How is music organized?	<b>Lesson Essential Question</b> How do I produce a characteristic tone quality?
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<b>Vocabulary</b> Tempo, dynamics, articulation, Classical, popular, seasonal, Americana, expression, jazz, folk, rock, blues, march, cinematic, musical, opera, conflict, staccato, legato, tenuto, cut time	<b>Vocabulary</b> ABA, Pop form (ABABCB), Rondo form (ABACA), staff, notation,	<b>Vocabulary</b> Bass strike, tenor strike, timbre

**Additional Information/Resources:**

Revised 1/17/14