**Teacher**: Neil Nelson

**Class**: AP Music Theory

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Learning Objective** | SWBAT identify chromatic and diatonic pitch-class sets. | SWBAT write a major scale from a given starting pitch. | SWBAT to identify major key signatures by name. | SWBAT to correctly identify the tonality of a musical work. | SWBAT to correctly write pentatonic scale patterns based on a major key. |
| **AP Standards** | 1.3 Half Steps and Whole Steps. Indicator 2.A: Use symbols and terms to describe features of pitchin notated music, including pitch patterns and relationships, melodic features, chords, harmonic progressions, and cadences. | 1.4 Major Scales and Scale Degrees, Indicator 1.A: Use symbols and terms to describe features of pitch in performed music, including pitch patterns and relationships, melodic features, chords, harmonic progressions, and cadences.  | 1.5 Major Keys and Key Signatures, Indicator 2.A: Use symbols and terms to describe features of pitchin notated music, including pitch patterns and relationships, melodic features, chords, harmonic progressions, and cadences.  | 1.5 Major Keys and Key Signatures, Indicator 2.A: Use symbols and terms to describe features of pitchin notated music, including pitch patterns and relationships, melodic features, chords, harmonic progressions, and cadences. | 1.5 Major Keys and Key Signatures, Indicator 2.A: Use symbols and terms to describe features of pitchin notated music, including pitch patterns and relationships, melodic features, chords, harmonic progressions, and cadences.  |
| **Daily Agenda** | - Bellringer: what is pattern of half/whole steps in major scale?- Display piano keyboard on board, show HS/WS intervals. CFU.- View text p. 45-48 on board. Together, class examines and lists difference in pitch-class and chromatic pitch sets. -Students link pitch sets to major scales. | - HW check.- Review answers, answer questions?- Demonstrate writing major scales form given pitch. Transition into student independent practice with skill.- During practice, change clefs frequently to CFU of CH. 1. | -List key signatures on board. Call on students to identify ones they know. - For unknown, teach strategies for identifying b/# key signatures.- Practice, WB. 3.4- Circle of Fifths, show relationships, work entire way around with enharmonic keys. | Warmup: Identify key signatures on screen. Check.-GP: read p60-62 in text, “ID key of piece”. Examine Ex. 3.12, 3.13.-IP: WB 3.2 (C), check answers.-GP: all review p.62 “Scale Degree Names”. Do “Try It” ex. On board.HW: WB 3.2 (B). Will be graded for correctness tomorrow. | -Warmup, collect HW pages. Check work on board.- GP: read p. 63-63, pentatonic scale patterns. - IP: on staff paper, write requested pentatonic scales from provided starting pitch.-Finish Ch. 3, teacher cover loose ends: major tetrachord/pentachords. |

**Week**: Sept. 16-20