✎
Edit page

CW High School
Music Theory II

1. **Introduction to Major Scales and Keys (12.50%)**

Learning Targets

1.1 **I can define, identify, construct and transcribe tetrachords, major scales and key signatures accurately at all times**

Learning Target	Descriptor	Definition
4	Proficient	I can define, identify, construct and transcribe tetrachords, major scales and key signatures accurately at all times
3	Developing	I can define, identify, construct and transcribe tetrachords, major scales and key signatures accurately most of the time
2	Basic	I can define, identify, construct and transcribe tetrachords, major scales and key signatures accurately some of the time
1	Minimal	I can define, identify, construct and transcribe tetrachords, major scales and key signatures accurately rarely
0	No Evidence	No evidence shown.

✏️
Edit page

CW High School
Music Theory II

2. Major Scales, Chromatics and Intervals (12.50%)

Learning Targets

2.1 **I can identify and construct the remaining major key signatures and scales and chromatic scales with accuracy at all times**

Learning Target	Descriptor	Definition
4	Proficient	I can identify and construct the remaining major key signatures and scales and chromatic scales with accuracy at all times
3	Developing	I can identify and construct the remaining major key signatures and scales and chromatic scales with accuracy most of the time
2	Basic	I can identify and construct the remaining major key signatures and scales and chromatic scales with accuracy some of the time
1	Minimal	I can identify and construct the remaining major key signatures and scales and chromatic scales with accuracy rarely
0	No Evidence	No evidence shown.

2.2 **I can label, draw and identify various melodic and harmonic intervals and the Circle of Fifths accurately at all times**

Learning Target	Descriptor	Definition
4	Proficient	I can label, draw and identify various melodic and harmonic intervals and the Circle of Fifths accurately at all times
3	Developing	I can label, draw and identify various melodic and harmonic intervals and the Circle of Fifths accurately most of the time
2	Basic	I can label, draw and identify various melodic and harmonic intervals and the Circle of Fifths accurately some of the time
1	Minimal	I can label, draw and identify various melodic and harmonic intervals and the Circle of Fifths accurately rarely
0	No Evidence	No evidence shown.

3. Intervals and Transposition (12.50%)

Learning Targets

3.1 **I can identify and construct perfect, major, minor, augmented and diminished intervals accurately at all times**

Learning Target	Descriptor	Definition
4	Proficient	I can identify and construct perfect, major, minor, augmented and diminished intervals accurately at all times
3	Developing	I can identify and construct perfect, major, minor, augmented and diminished intervals accurately most of the time

✏️
Edit page

CW High School
Music Theory II

Learning Target	Descriptor	Definition
2	Basic	I can identify and construct perfect, major, minor, augmented and diminished intervals accurately some of the time
1	Minimal	I can identify and construct perfect, major, minor, augmented and diminished intervals accurately rarely
0	No Evidence	No evidence shown.

3.2 I can transpose music using solfege based on intervals accurately at all times

Learning Target	Descriptor	Definition
4	Proficient	I can transpose music using solfege based on intervals accurately at all times
3	Developing	I can transpose music using solfege based on intervals accurately most of the time
2	Basic	I can transpose music using solfege based on intervals accurately some of the time
1	Minimal	I can transpose music using solfege based on intervals accurately rarely
0	No Evidence	No evidence shown.

3.3 I can create an interval chart for myself including all major, minor, augmented and diminished intervals to help identify them in ear training

Learning Target	Descriptor	Definition
4	Proficient	I can create an interval chart for myself including all major, minor, augmented and diminished intervals to help identify them in ear training
3	Developing	I can create an interval chart for myself including most major, minor, augmented and diminished intervals to help identify them in ear training
2	Basic	I can create an interval chart for myself including some major, minor, augmented and diminished intervals to help identify them in ear training
1	Minimal	I can create an interval chart for myself including a few major, minor, augmented and diminished intervals to help identify them in ear training
0	No Evidence	No evidence shown.

4. Rhythmic Subdivision (12.50%)

Learning Targets

4.1 I can write, count and construct rhythms using sixteenth notes, sixteenth rests, dotted eighth notes accurately at all times.

Learning Target	Descriptor	Definition
4	Proficient	I can write, count and construct rhythms using sixteenth notes, sixteenth rests, dotted eighth notes accurately at all times.

✏️
Edit page

CW High School
Music Theory II

Learning Target	Descriptor	Definition
3	Developing	I can write, count and construct rhythms using sixteenth notes, sixteenth rests, dotted eighth notes accurately most of the time
2	Basic	I can write, count and construct rhythms using sixteenth notes, sixteenth rests, dotted eighth notes accurately some of the time
1	Minimal	I can write, count and construct rhythms using sixteenth notes, sixteenth rests, dotted eighth notes accurately rarely
0	No Evidence	No evidence shown.

4.2 I can write, count and construct rhythms in both common time and cut time accurately at all times

Learning Target	Descriptor	Definition
4	Proficient	I can write, count and construct rhythms in both common time and cut time accurately at all times
3	Developing	I can write, count and construct rhythms in both common time and cut time accurately at all times
2	Basic	I can write, count and construct rhythms in both common time and cut time accurately at all times
1	Minimal	I can write, count and construct rhythms in both common time and cut time accurately at all times
0	No Evidence	No evidence shown.

4.3 I can compose a 8-12 measure piece using the rhythms and time signatures in this unit with complete proficiency

Learning Target	Descriptor	Definition
4	Proficient	I can compose a 8-12 measure piece using the rhythms and time signatures in this unit with complete proficiency
3	Developing	I can compose a 8-12 measure piece using the rhythms and time signatures in this unit with high proficiency
2	Basic	I can compose a 8-12 measure piece using the rhythms and time signatures in this unit with some proficiency
1	Minimal	I can compose a 8-12 measure piece using the rhythms and time signatures in this unit with little proficiency
0	No Evidence	No evidence shown.

5. **Triple Meter and Syncopation** (12.50%)

Learning Targets

5.1 **I can write and count rhythms in 3/8 and 6/8 meter with proficiency at all times**

✎
Edit page

CW High School
Music Theory II

Learning Target	Descriptor	Definition
4	Proficient	I can write and count rhythms in 3/8 and 6/8 meter with proficiency at all times
3	Developing	I can write and count rhythms in 3/8 and 6/8 meter with proficiency most of the time
2	Basic	I can write and count rhythms in 3/8 and 6/8 meter with proficiency some of the time
1	Minimal	I can write and count rhythms in 3/8 and 6/8 meter with proficiency rarely
0	No Evidence	No evidence shown.

5.2 I can count and write rhythms using eighth note triplets, pick up notes and syncopation in duple meter with accuracy at all times

Learning Target	Descriptor	Definition
4	Proficient	I can count and write rhythms using eighth note triplets, pick up notes and syncopation in duple meter with accuracy at all times
3	Developing	I can count and write rhythms using eighth note triplets, pick up notes and syncopation in duple meter with accuracy most of the time
2	Basic	I can count and write rhythms using eighth note triplets, pick up notes and syncopation in duple meter with accuracy some of the time
1	Minimal	I can count and write rhythms using eighth note triplets, pick up notes and syncopation in duple meter with accuracy rarely
0	No Evidence	No evidence shown.

5.3 I can compose an eight measure piece using triplets, syncopation or 3/8 meter with proficiency at all times

Learning Target	Descriptor	Definition
4	Proficient	I can compose an eight measure piece using triplets, syncopation or 3/8 meter with proficiency at all times
3	Developing	I can compose an eight measure piece using triplets, syncopation or 3/8 meter with proficiency most of the time
2	Basic	I can compose an eight measure piece using triplets, syncopation or 3/8 meter with proficiency some of the time
1	Minimal	I can compose an eight measure piece using triplets, syncopation or 3/8 meter with proficiency rarely
0	No Evidence	No evidence shown.

✏️
Edit page

CW High School
Music Theory II

6. Triads, Scale Degrees and Dominant 7th Chords   (12.50%)

Learning Targets

6.1 I can identify, label and draw the chords and scale degrees in this unit with accuracy at all times

Learning Target	Descriptor	Definition
4	Proficient	I can identify, label and draw the chords and scale degrees in this unit with accuracy at all times
3	Developing	I can identify, label and draw the chords and scale degrees in this unit with accuracy most of the time
2	Basic	I can identify, label and draw the chords and scale degrees in this unit with accuracy some of the time
1	Minimal	I can identify, label and draw the chords and scale degrees in this unit with accuracy rarely
0	No Evidence	No evidence shown.

6.2 I can compose a eight measure melody with accompaniment using primary triads, major triads and dominant 7th chords proficiently at all times

Learning Target	Descriptor	Definition
4	Proficient	I can compose a eight measure melody with accompaniment using primary triads, major triads and dominant 7th chords proficiently at all times
3	Developing	I can compose a eight measure melody with accompaniment using primary triads, major triads and dominant 7th chords proficiently most of the time
2	Basic	I can compose a eight measure melody with accompaniment using primary triads, major triads and dominant 7th chords proficiently some of the time
1	Minimal	I can compose a eight measure melody with accompaniment using primary triads, major triads and dominant 7th chords proficiently rarely
0	No Evidence	No evidence shown.

✏️
Edit page

CW High School
Music Theory II

7. **Composition Projects (12.50%)**

Learning Targets

7.1 **I can choose three of six composition projects and complete them with high proficiency utilizing musical elements we studied in the class**

Learning Target	Descriptor	Definition
4	Proficient	I can choose three of six composition projects and complete them with high proficiency utilizing musical elements we studied in the class
3	Developing	I can choose three of six composition projects and complete them with moderate proficiency utilizing musical elements we studied in the class
2	Basic	I can choose three of six composition projects and complete them with some proficiency utilizing musical elements we studied in the class
1	Minimal	I can choose three of six composition projects and complete them with little proficiency utilizing musical elements we studied in the class
0	No Evidence	No evidence shown.

8. **Piano Skills (12.50%)**

Learning Targets

8.1 **I can perform assigned piano pieces (or scales) with high proficiency**

Learning Target	Descriptor	Definition
4	Proficient	I can perform assigned piano pieces (or scales) with high proficiency
3	Developing	I can perform assigned piano pieces (or scales) with moderate proficiency
2	Basic	I can perform assigned piano pieces (or scales) with some proficiency
1	Minimal	I can perform assigned piano pieces (or scales) with little proficiency
0	No Evidence	No evidence shown.

Submitted on 7/28/2021 by