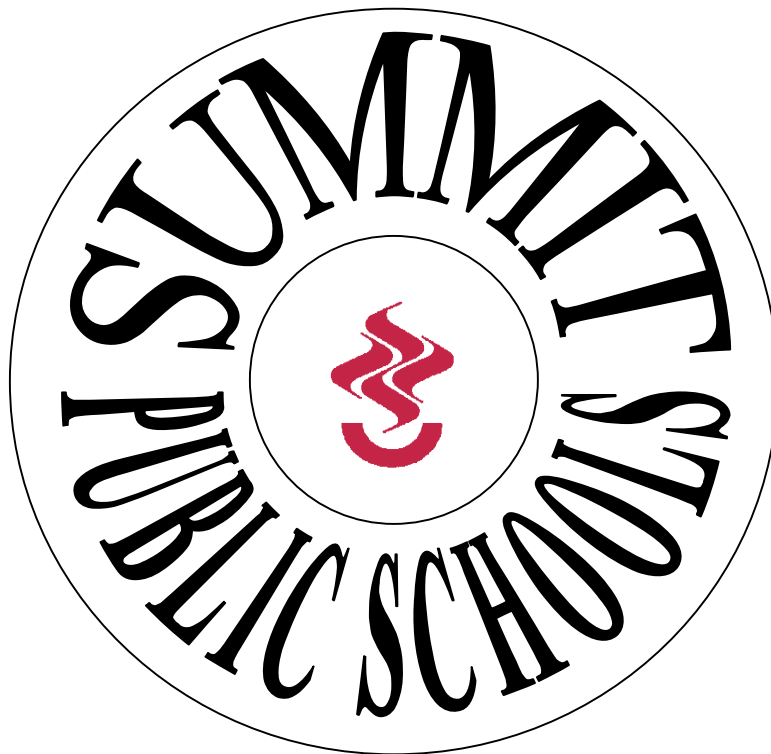


# COURSE OF STUDY



**Summit Board of Education  
14 Beekman Terrace  
Summit, NJ 07901**

**Advanced Placement Music Theory  
Grades 10-12**

July 2008

**ADVANCED PLACEMENT MUSIC THEORY**

SUMMIT PUBLIC SCHOOLS  
Summit, New Jersey

Course of Study
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School.....Summit High School  
Department.....Music and Theater  
Length of Course.....Full Year  
Credit.....5.0  
Grade Level.....10 - 12  
Prerequisite..... Completion (with an A or B) of Music Theory/and or Teacher  
recommendation  
Date.....July 17, 2008

## **HIGH SCHOOL MUSIC DEPARTMENT PHILOSOPHY**

The study of music contributes in important ways to the quality of every student's life. Every musical work is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. Through singing, playing instruments, and composing, students can express themselves creatively, while knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Through understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in a multicultural society. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.

### **I. RATIONALE, DESCRIPTION, AND PURPOSE**

Advanced Placement Music Theory is a full year course. The goal of this course is to train competent musicians who have the capacity to utilize their analytic abilities to develop a deeper understanding and appreciation of music. This will be accomplished through various means including; ear training, the use of solfege syllables, score study and analysis. Students will also develop the ability to understand phrase structure, motivic treatment, and recognize various musical forms (eg. binary, ternary, strophic, and theme and variation). The compositions studied will cover a wide range of standard Western vocal and instrumental selections spanning the Renaissance to Contemporary works. Students will develop a more profound awareness of these various styles of music by understanding their historical and cultural significance. Students will apply their knowledge as they analyze, listen to, read and compose music.

Homework assignments will include: sight-reading exercises; written assignments from the textbook, worksheets on related topics; and composition projects. Dictation and sight-reading quizzes will be given once a week and chapter tests will be given upon the

completion of each chapter.

## **II. OBJECTIVES**

The district objectives are aligned with the New Jersey Core Curriculum Content Standards, Advanced Placement Music Theory students will:

A. Demonstrate Advanced musical literacy skills (key signatures, clefs, and other musical nomenclature).

*NJ Visual and Performing Arts Core Curriculum Content Standards 1.1.1.3*

B. Use and interpret the language of diatonic harmony.

*NJ Visual and Performing Arts Core Curriculum Content Standards 1.1,1.2, 1.3*

C. Write four part music, following traditional eighteenth-century voice-leading procedures.

*NJ Visual and Performing Arts Core Curriculum Content Standards 1.1,1.2, 1.3*

D. Develop critical listening skills and demonstrate aesthetic awareness in music (including critique, both written and aural)

*NJ Visual and Performing Arts Core Curriculum Content Standards 1.1,1.3,1.4*

E. Understand and critically analyze the following musical styles and eras:

Renaissance, Baroque, Classical, Romantic, 20th Century, Jazz, and Multi-cultural Roots

*NJ Visual and Performing Arts Core Curriculum Content Standards 1.1,1.4,1.5*

F. Demonstrate an advanced knowledge of musical form and structure.

*NJ Visual and Performing Arts Core Curriculum Content Standards 1.3*

G. Understand and critically analyze the life and cultural/social influences upon the composers of the works being studied at an advanced level

*NJ Visual and Performing Arts Core Curriculum Content Standards. 1.4.1.5*

## **III. CONTENT, SCOPE AND SEQUENCE**

The Summit Music Department recognizes the diversity of our student population. Students' backgrounds as well as a range of multicultural experiences are embraced and actively related to classroom activities within the total music program. While this scope and sequence of AP Music Theory is similar to Music Theory, it is understood that the pace will be much faster and the topics will be explored more thoroughly.

Knowledge of cognitive styles and readiness levels provides for flexibility in expectations. Differentiated instruction allows our diverse students to be consistently challenged.

Advanced Placement Music Theory students will advance in:

A. Fundamentals of Music Literacy

1. Cleff reading: treble, bass, and grand staff
2. Basic musical notation: notes, rests, stem direction, accidentals, etc.
3. Basic rhythmic concepts: Meter and rhythm
4. Tempo markings and dynamic/articulation markings:

B. Scales and Key

1. Understand and be able to write and sing all major and minor scales (including all three minor varieties).
2. Write all major and minor keys: Include relative and parallel Keys.
3. Understand the circle of fifths:

C. Intervals and their inversions.

1. Identify the “species” and “quality” of the following intervals:
  - a. Melodic and Harmonic
  - b. More than an octave
2. Find the inversion of any interval
3. Aurally identify and sing the major/minor intervals.

D. Diatonic Triads

1. Identify all scale degrees (major and minor) and be able to construct the triads formed on each scale degree.
2. Construct the four types of triads (major, minor, augmented, diminished) on any pitch, as well as write the 1<sup>st</sup> and 2<sup>nd</sup> inversion of each.
3. Write and understand figured bass and Roman numeral analysis.
4. Label triads with Roman numeral notation
5. Aurally identify and be able to sing triads and inversions.

#### E. Harmonic Progression/Melodic Organization

1. Write and explain simple diatonic progressions in root position.
2. Show the function of all diatonic triads.
3. Understand and be able to properly use chord inversions into progressions.
4. The Dominant Seventh Chord.
  - a. Understand, and be able to use the V7 chord properly in written progressions as well as recognize it Aurally.
5. Cadences
  - a. Understand, and be able use all of the cadential types to end simple phrases.
  - b. Use 6/4 chords in their prescribed manner.
6. Understand and be able to explain various techniques for constructing melodies.

#### F. Four-part voice leading

1. Write, and be able to sing, harmonic progressions in a four voice setting using practical ranges, proper voice leadings (parallel, oblique, and contrary motion).
2. Apply the “rules” of eighteenth century voice-leading conventions.
3. Use, understand, and identify non-chord tones in compositions and various examples.

#### G. Seventh chords.

1. Understand and be able to use the Leading-tone seventh chord in progressions.
2. Understand and be able to use the non-dominant seventh chords in progressions.

#### H. Secondary Dominant Chords.

1. Use and understand secondary dominant and leading tone chords in harmonic progression.
2. Use and understand altered ii and IV chords, Neapolitan chord and Picardy third chords in harmonic progressions.

#### I. Modulation

1. Write and be able to recognize (both aurally and visually) chord progressions that use pivot chords and chromatic modulations.

#### J. Form ,Analysis, Musical History, World Music

1. Identify, (both visually and aurally) and be able to explain various forms on

- music (ie. Binary, Rondo, Strophic, Theme and Variations, etc).
- 2. Understand and explain stylistic traits of various musical genres(ie, Sonata, Concerto, Opera, Art-Song, Symphony).
- 3. Understand and Identify the major musical characteristics and approximate dates of the musical time periods.
- 4. Explore music from various countries and understand how it affects “American” music.
- 5. Identify various contemporary ( Rock, Jazz, blues, etc) music styles and their history.

#### **IV. INSTRUCTIONAL TECHNIQUES**

The instructor uses any or all of the following methods and techniques to best accomplish the objectives thus allowing flexibility for each student to be provided with challenging work based on his or her own readiness level and learning style. Additionally, In 2005, we installed a music computer MIDI lab to be used by our theory classes. Complete with 12 student stations, each station has a digital synthesizer (keyboard), eMac computers, Sibelius 3, Smart Music, and Auralia. While the computers will help students enhance their compositional skills through Sibelius, traditional pencil and manuscript exercises are required. These exercises will include but are not limited to the realization of a figured bass and Roman numeral progression, composing a bass line for a given melody, and composing pieces with specific and creative compositional guide- lines. Each student has access to this lab during the school day and can work on compositional techniques and ear training in an independent setting. The needs of diverse learners are met through the following:

##### **A. Presentation of music concepts through:**

- 1. Visual examples
- 2. Aural perception exercises
- 3. Demonstration
- 4. Lecture
- 5. Performance and critique of compositions

##### **B. Reinforcement of musical concepts through:**

- 1. Written, Homework/Classwork
- 2. Aural homework/Classwork
- 3. Use of Midi lab as explained above.

##### **C. Analysis and discussions of advanced instrumental nuances**

- 1. Listening excersises
- 2. Projects.

## **EVALUATION**

Students will be evaluated by the following methods:

- A. Individual Homework
- B. Written assessments (Tests, quizzes, mid-term, and finals)
- C. Participation in class projects
- D. Teacher observation of:
  - 1. Quality homework turned in a timely manner.
  - 2. Improvement in aural dictation exercises.
  - 3. Proper classroom etiquette.
  - 4. Actively participating in classroom discussions.

**Appendix I**  
**NJ Visual and Performing Arts Standards:**

- 1.1 Aesthetics: All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.
- 1.2 Creation and Performance: All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.
- 1.3 Elements and Principals: All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.
- 1.4 Critique: All students will develop, apply and reflect upon knowledge of the process of critique.
- 1.5 History/Culture: All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

AP Music Theory Correlated to Standards July 17, 2008