



Bel Air High School AP Music Theory

Course Syllabus 2021-2022

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Course Description

The purpose of AP Music Theory is:

- 1) To develop the student's ability to recognize, understand and accurately describe the materials and processes of music that is heard as well as that which is presented in a score;
- 2) To be able to aurally recognize elements of music (ear training);
- 3) To gain an understanding of music in an historical perspective;
- 4) To use one's understanding of the theory of music to create original compositions;
- 5) To be able to read musical notation (melodic as well as rhythmic) and perform that notation through singing (sight singing);
- 6) To develop an awareness and a sensitivity toward aesthetics in the arts; and
- 7) To explore the inter-relationships within different art forms.
- 8) To cover the equivalent of the first semester or year (depending on the institution) of Music Theory.

A basic level of musicianship is required (see prerequisite study list). AP Music Theory is an in-depth study of the theory of music through composition, analysis, listening, dictation, sight singing and solfege. This will be achieved through exercise and study of written existing music, significant historical data to include composers and their significant works, in-depth analysis of existing music to include but not limited to figured bass, Roman/Arabic numeral labels, and form. Students will be expected to compose, ear train, sight sing, and dictate rhythmically, melodically, and harmonically both in class and independently.

Pre-requisite study

In order to be successful in the AP Music Theory course, students should have an understanding of the following:

- 1) Read and notate pitch in various clefs.
- 2) Write and identify all major keys.
- 3) Write, hear, and identify scales such as Chromatic, Major, and Minor.
- 4) Recognize and identify scale degrees.
- 5) Identify intervals and chords.
- 6) Write and identify modes, e.g. Dorian, Phrygian, Locrian, etc.
- 7) Write and identify whole tone and pentatonic scales.
- 8) Write and identify triads.
- 9) Write and identify simple and compound meters.
- 10) Write and identify duration and count rhythms.
- 11) An understanding of basic musical terms concerning tempo, dynamics, articulation, etc.

A placement test will be given at the beginning of the course to ensure each student's level of understanding.

Goals for Student Learning

The student will be able to:

- 1) Transpose a melodic line to and from concert pitch for any common band or orchestra instrument.
- 2) Define and Identify common tempo and expressive markings.
- 3) Identify both aurally and/or visually the following: modulation, transposition, melodic and harmonic rhythm, sequence, imitation, ostinato, augmentation, diminution, inversion, retrograde, and fragmentation.
- 4) Write a melody from dictation approx. 4-16 bars, Major and Minor key, mostly diatonic pitches, simple or compound time, in 3-4 playings.
- 5) Write, hear, and identify cadences such as Plagal, half, and deceptive in major and minor keys.
- 6) Write in four part, 18th century chorale style using the rules of voice leading.
- 7) Analyze musical scores using both Roman and Arabic numerals as well as figured bass.

- 8) Write Soprano and Bass pitches as well as Roman and Arabic numerals from harmonic dictation, played 3-4 times.
- 9) Write, hear, and identify non-harmonic tones such as passing tones, neighboring tones, appoggiatura, escape tone, changing tone, and pedal tone.
- 10) Write and analyze two part counterpoint in the 16th or 18th century style.
- 11) Harmonize a 4-12 bar melody by writing bass lines, chord symbols, specific key, mode, phrasing and harmonic language.
- 12) Compose or expand a given melody 6-12 bars given specific directions.
- 13) Detect errors in given excerpts by listening.
- 14) Sight sing a melody 4-8 bars long with accuracy in various key centers and time signatures.
- 15) Identify textures such as Homophony and Polyphony
- 16) Identify harmonic rhythm, e.g. chord changes, duration.

Resources and Materials

Students should provide a notebook in which to keep all distributed materials—organization is key!

Online resources—ear training practice, review exercises

www.musictheory.net

www.gmajormusictheory.org

www.musictheoryexamples.com

Course Outline

Quarter One

- 1) Written skills: Notation—Treble and Bass Clefs, Major and Minor Scales (All Forms), and duple time signatures. Identify Major and all forms of Minor Scale visually and aurally
- 2) Identify Key Signatures (all), Circle of Fifths
- 3) Intervals (diatonic and chromatic within an octave) Identify aurally and visually
- 4) Chord Qualities (All) visually and aurally, Cadences visually and aurally, Scale Degree Names and Roman Numeral labels (Major Key), Figured Bass
- 5) Diatonic chords in Major Keys—realizing
- 6) Part Writing—four part 18th century style
- 7) Non harmonic tones—passing tones, neighboring tones, escape tones, appoggiatura, anticipation, retardation, suspension—identification and composition
- 8) Triad inversions (all values) visually and aurally
- 9) 1st Quarter Composition Assignments include creating a bass line for a given melody; composing a melody with harmony; composing a 32 measure piece in four part 18th century style.
- 10) Quarter Assessment
- 11) Repetitive Ear training and Sight Singing throughout Quarter
 - Simple time rhythmic dictation, Melodic Dictation in major keys diatonic in Treble and Bass Clef.
 - Solfeggio Syllables diatonic to major keys, scales and intervals in Treble and Bass Clef.

Quarter Two

- 1) Alto and Tenor clefs, Hemiola, Triple Time Signature
- 2) Seventh Chord Inversion—Visually and Aurally
- 3) Minor Key Scale Degree Names, Roman Numeral Label—All Forms of Minor
- 4) Transpositions to common band instruments—Bb, F, Eb
- 5) Beginning Counterpoint
- 6) Phrase structure, motives and cadences
- 7) Secondary Dominant Chords
- 8) Modulation utilizing Secondary Dominants related keys
- 9) Modulation utilizing pivot chords to related keys
- 10) Simple Forms to include Sonata, Binary, Ternary, and form components—Visually and Aurally

- 11) 2nd Quarter Composition Assignments include composing a fugue—subject, answer, countersubject, developmental episodes (Stretto, Augmentation/Diminution, Pedal Point, etc.), recapitulation/coda.
- 12) Quarter Assessment
- 13) Repetitive Ear training and Sight Singing throughout Quarter
- 14) Simple and Compound time rhythmic dictation, Melodic Dictation in major and minor keys diatonic adding Alto Clef to Quarter One.
 - Solfegio Syllables diatonic to major keys, scales and intervals (Introduce Alto Clef.)
 - Major key diatonic Harmonic Dictation (Two Voice).
 - Error Detection in melody line major key (One voice)

Quarter Three

- 1) Review Mid-term assessment to ensure understanding.
- 2) Augmented Six Chords—visually and aurally
- 3) Modern/Alternate scales (Major Pentatonic, Whole Tone, visually and aurally
- 4) Form and Analysis of Theme and Variation, Fugue, Rondo, and Sonata. Visually and aurally
- 5) 3rd Quarter Composition Assignments include composing/arranging a piece in Theme & Variation, Rondo, or Sonata form for small vocal and/or instrumental ensemble.
- 6) Repetitive Ear training and Sight Singing throughout Quarter
 - Simple and Compound time rhythmic dictation, Melodic Dictation in major and minor keys diatonic adding Tenor clef.
 - Solfegio Syllables diatonic to major and minor keys, scales and intervals (Introduce Tenor Clef.)
 - Major and Minor key diatonic Harmonic Dictation (up to Four Voice).
 - Error Detection (up to Four Voices)

Quarter Four

- In addition to composition assignments throughout the year, students will be responsible for a final project. This project will consist of an original composition, following specific instructions, written for at least four voices/instruments. This project will be performed during the finals week. Students will be responsible for rehearsal of their composition.
- AP Assessment Preparation (Week(s) before the AP Music Theory Test)

HCPS Grading Policy

Examples of Product, Process, and Practice		
PRODUCT (50%) <i>Culminating Demonstration of Knowledge</i>	PROCESS (30%) <i>Addressing Specific Short-Term Learning Outcomes</i>	PRACTICE (20%) <i>Building Attitudes, Habits, and Skills</i>
Does it measure how well students achieved specific learning goals, standards, and/or competencies?	Does it provide feedback to students regarding growth towards the attainment of specific learning goals, standards and competencies?	Does it allow students to practice skills and/or reinforce content learning?
<ul style="list-style-type: none"> • Primarily completed in presence of teacher • Rubric aligned to standards • Accuracy graded 	<ul style="list-style-type: none"> • Primarily completed in presence of teacher • Rubric aligned to standards • Accuracy graded 	<ul style="list-style-type: none"> • Graded for completion and participation

****Extra credit will not be given for non-academic purposes****

Absent Work Policy

All assignments should be submitted on time. Students will be given the number of class periods equal to the number of class periods absent to turn in completed make up assignments. If a student is lawfully absent, work will be accepted without penalty. If a student is unlawfully absent, work will be accepted with a penalty of one letter grade off the assessed value.

Late Work Policy

All assignments should be submitted on time in order to earn full credit. Any assignment, (*product, process, or practice*) will be allowed to be turned in late for one letter grade deduction from the grade a student earns on the assignment. In order to earn credit for late assignments, students must submit assignments by the end of the day on Wednesday (except for the last week of the quarter) following the designated HAC update. Students are only able to submit assignments that have an established due date within the grading window before the designated HAC update. Assignment that are turned in for late credit will be identified by a footnote in HAC to include a statement about the deduction of a letter grade due to the lateness of the assignment.

Grading Window	Designated HAC Update	Late Work Due Date
September 8- September 24	September 24	September 29
September 27- October 13	October 13	October 20
October 14- October 29	October 29	November 5 (Friday)
November 8- November 19	November 19	November 24
November 22- December 10	December 10	December 15
December 13- January 13	January 13	January 21 (Friday)
January 24- February 11	February 11	February 16
February 14- February 25	February 25	March 2
February 28- March 11	March 11	March 16
March 14- March 25	March 25	March 31 (Thursday)
April 1- April 22	April 22	April 27
April 25- May 6	May 6	May 11
May 11- May 20	May 20	May 25

Academic Integrity

Academic integrity is taking responsibility for the quality and completion of one's own work. Academic dishonesty is taking someone else's work and claiming it as one's own. Students at Bel Air High School are responsible for knowing what is considered to be Academic Dishonesty and the subsequent consequences. More information can be found in the BAHS Student Planner.

Classroom Rules and Procedures

To be successful in music theory, students will need to:

- 1) Be prepared for class with pencils and music manuscript paper;
- 2) Be on time;
- 3) Complete classwork and homework assignments;
- 4) Hand in assignments on time;
- 5) Be respectful of musical equipment;
- 6) Treat the music with respect and dignity; and
- 7) Enjoy music and be willing and ready to learn.

Cell Phone Policy

- Students will place their cellphones in a teacher designated area as they enter each classroom. Teachers will review with students the specific location for each room. The phones will remain in the teacher designated area unless teachers explicitly tell students to take out the phones for instructional use.
- Cellphones will remain in the teacher designated area during bathroom visits, assemblies and trips to the nurse/counseling office/main office.
- Cellphones will be retrieved from the teacher designated area at the end of class at the direction of the teacher.
- School-appropriate cellphone use is permitted during class changes and lunch. Students are not permitted to make phone calls during school hours.
- If the cell phone policy is violated, it is a referable offense.