AP/IB Music theory

# West High

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**Overview:**

This exciting and rigorous course is offered for students who have a strong interest in music as a potential future career choice as a performer, artist, composer, arranger, producer or music educator. A requirement of at least 2 years’ musical experience/ lessons (involving reading music) is a must for success in this class. **Suggested grade level is 11th or 12th grade**. Through a variety of learning modes (sight, auditory, hands-on/ independent and group study, lectures and interactive learning centers), students will practice rhythmic and melodic reading, sight singing (but not alone in front of the class), and melodic and harmonic dictation. Students will learn the foundation of harmonic structure and movement, how to improvise and create one’s own music in the context of gaining awareness of how Western music, culture, and historical time periods have influenced one another in style and philosophy. Other world music will be explored so that students may investigate differences and similarities using the musical elements, of which most are universal. STUDENTS ARE NOT REQUIRED TO TAKE THE AP OR IB EXAMS IN ORDER TO TAKE THIS CLASS, though taking and passing one or both of these exams is a major goal to be accomplished by taking Music Theory at West.

**Materials:**

You may find it helpful to purchase a $35 **Barron’s AP Music Theory book** (Test Prep. Series by Scoggin. Cds come with the book. This book/cd is a great supplemental resource for home study and further practice for success in book AP and IB tests.

YOU WILL NEED **ONLINE ACCESS** (home and/or library) and sometimes headphones.

**Bring to class daily**: sharpened pencil, planner or phone, medium sized 3 ring binder with tabs and folder pockets (Categorize binder tabs by *listening log FOR DAILY SONG OF THE DAY DISCUSSION, class notes on lessons, worksheets, staff paper* (to be given in class if needed…no treble or bass clef signs please, only lines and spaces), WORKBOOK and/or TEXTBOOK if you take it home

Other resources utilized in the classroom (no need to purchase*): Enjoyment of Music textbook, ed. 11, by Formey and Machlis with accompanying Norton Anthology of musical scores, written and cds!, Sing at First Sight by Beck, Surmani and Lewis, Musician’s Guide to Aural Skills by Phillips, Murphy, Marvin and Clendinning,* [*www.musictheory.net*](http://www.musictheory.net)*, various choral sheet music, related youtube clips*

*DIGITAL TEXTBOOK & WORKBOOK RESOURCES (audio playlists included!)* <https://digital.wwnorton.com/guidetotheory3> (your code from book) <http://digital.wwnorton.com/auralskills3et> (your code from book)

***IB online resource:***[*www.ibo.org*](http://www.ibo.org)*, [www.candidates.Ibo.org](http://www.candidates.Ibo.org) CANDIDATE # FROM SHANNON*

***AP online resource:***[*www.apcentral.collegeboard.com*](http://www.apcentral.collegeboard.com)

**Student expectations:**

-Students will arrive to class on time prepared for learning.

-Students will come to class on a regular basis. Get with a student first for missed assignments.

-Students will complete all homework assignments on time.

-Students will complete a listening log at the beginning of class and take notes daily.

-Students will actively participate in all class discussions and assignments to the best of their abilities.

-Students will communicate with teacher when there is confusion about a subject or assignment.

-**AP students** will register, pay the treasurer and participate in the AP Music Exam (early May).

-***IB students*** will stay in communication with IB coordinator, Shannon Wilson for process and deadlines.

**-*IB students*** will be responsible for completing and submitting the ***internal assessment***/ performance recording 15-20 minutes and composition (if needed) on time to the teacher for her assessment before the final online submission, **(February).**

**-IB students** must complete the **Musical Links Investigation** rough draft for teacher feedback in order to submit a revised final copy on time on the IB student website for the ***external assessment* (April). -IB students** will be responsible for more in depth individual studying (especially **listening and reading/ analyzing the two designated pieces of music**…TBA) in preparation to take the ***final IB Music exam mid/late May.***

**\*IB students** **will perform 2 contrasting pieces** from their 15-20 minute performance from the INTERNAL ASSESSMENT in a small public performance designated by Mrs. Benson **(tentatively at Marmalade Library in Febrary)** must not exceed 8 minutes per student. **.** Higher level students must perform solo in entirety but may be ACCOMPANIED by instrumental players (students, parents…)

**\*AP students must perform or share just 1 piece of music (sung, played or created)** in a small public performance designated by Mrs. Benson **(tentatively at Marmalade Library in Febrary) which** must not exceed 8 minutes per student.**.**

*IT IS IMPORTANT FOR ADVANCED LEANERS, ESPECIALLY MUSICIANS, TO BE PRINCIPLED* ***RISK-TAKERS*** *BUT TO ALSO LEARN TO BE* ***BALANCED*** *FOR OVERALL WELLNESS &* ***LONG TERM SUCCESS.***

**Classroom Behavior:**

*Any disruptive or disrespectful behavior that hinders the flow of a positive and safe classroom environment will NOT be tolerated. Consequences will include:*

   1. verbal warning in or outside of class time

   2. assigned written homework to be turned into the director the following class period

   3. removal from class activity and a phone call or email notifying parent

   4. administration involvement

**The following West High POLICIES apply in the music room as well. Please keep it classy. ☺:**

### Academic Integrity

We expect staff and students to demonstrate high standards of academic integrity. Academic integrity is defined as respect for the others ideas and work through proper acknowledgment and referencing. No cheating of any type on school work, tests or quizzes will be tolerated. Academic dishonesty/cheating may include any of the following and may be applied to work in any medium (i.e. written or audio text, film production, photographs, published images, other artist’s work, electronic devices, computer programs, etc.)

* Inappropriate/inadequate acknowledgment- material copied word for word, which is acknowledged as paraphrased but should have been in quotation marks, or material paraphrased without appropriate acknowledgment of its source.
* Verbatim copying- Material copied word for word or exactly duplicated without any acknowledgment of the source.
* Collusion- Material copied from another student’s assignment, course work or exam with his/her knowledge.
* Stealing- Material copied from another student’s assignment, course work or exam without his/her knowledge.
* Ghost writing- Assignment written or purchased by a third party and represented by a student as his/her own work.
* Consequences- Teachers will follow established classroom policy for dishonesty.
* Appeal process- Written appeal to the teacher, conference with the student, a parent and the teacher, conference with an administrator. Note: the appeal process must begin within 10 school days.

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**CELL PHONES!!** Please refrain from using cell phones in class except for texting a quick reminder regarding class homework or event, quick calendar updates, specified online assignment or emergencies. When free time is earned, I may allow phones to be used at the end of class. Please charge them at home overnight, not in the classroom. Thanks for your help in this matter!!

**Grading policy:**

Late homework: Late homework assignments may be turned in 1-2 days late with a penalty of a letter grade dropped each class day that the assignment is late. NO CREDIT will be given for the late work after that.

For EXCUSED absences/ illnesses, there will be no penalty for assignments submitted 1-2 B days later. UNEXCUSED TARDINESS & ABSENCES (no *written* or emailed note from parent or administrator with a valid excuse) do not deem ANY credit for missed assignments, such as the daily graded listening log.

ACADEMIC TENTATIVE SCALE:

**-Homework assignments** completed with effort shown count about **40% of final grade**

-**Quarterly Essay** (about 7 healthy paragraphs) on the topics of music and culture in the Renaissance era, Baroque era, Classical, Romantic (or IB Musical Links) counts about **20% of final grade**.

Rubric example:

100%- All major components assigned are described in an organized and interesting fashion, complete with supporting detail, basic proper writing skills , including student’s own inferences/ opinion of how the composers’ music and evolving culture of the time expresses the assigned philosophical quote of the time period.

90%- All the above requirements were met but writing skills were lacking. –OR- Two of the major components were not described -OR- All topics were described with good writing skills but student did not include one’s opinion about the philosophical quote

80% - All the major components were mentioned briefly but not sufficiently expounded upon ….-OR- The essay was very well written, but three of the components assigned were not discussed. –OR- MOST topics were described well but there was no mention of the philosophical quote.

70% - Some of the major components were discussed well, but the essay was too brief, lacking detail and effort for the individual student’s ability……and so forth using this logic

**-Daily listening log and class participation- 20% of final grade**

**-Periodic quizzes and quarterly tests** (most tests primarily open book)- **20% of final grade \*\*\*\***Please refer to the online assignment notes for the grading criterion.

**Term 1 Objectives:**

1. *IB Principles’ concept*
2. Fundamentals of Music literacy
3. *Musical Elements concept*
4. Rhythm, Meter and Metric Organization
5. Scales , Keys, Circle of Fifths

1.recognizing major versus minor by sight or sound

2. practicing writing scales and key signatures

1. ***Medieval and Renaissance Era***
2. Sight singing and ear training based on movable “do” (solfege… do, re, mi…)
3. Simple segmented rhythmic and melodic dictation

**Term 2 Objectives:**

1. *IB Principles practiced daily*
2. Notation drills continued
3. Major/ minor keys drills and exercises continued!!
4. Harmonic organization!!!!!!!!
5. intervals!!!! (2 note relationships)
6. triads (3 note relationship made of 2 intervals)
7. seventh chords (triad with an added interval)
8. *Musical Elements connections*
9. ***Baroque Era*** (the “movement” towards the big harmonic phenomenon!)
10. Inversions of chords
11. Figured bass writing style
12. Sight singing and ear training

**Term 3 Objectives:**

1. IB Principles applied
2. **Tentative FIELD TRIP to a collegiate performance**
3. Harmonic function
4. Cadences and segments
5. Harmonic Roman numeral analysis practiced
6. 2 part to 4 part chorale part writing practiced
7. ***Classical Era***
8. *Musical Elements deciphered*
9. counterpoint stylistic principles applied
10. basic melodic form and non chord tones (embellishments)
11. *Components of the orchestra*
12. Transpositions of “key” instruments
13. Related ear training and sight singing (aiding in understanding of basic harmonic movement)

**Term 4 Objectives**

1. *IB Principles mastery*
2. Review and practice of major objectives needing reinforcement
3. Secondary Dominants
4. ***Romantic Era***
5. Sight singing practice and quizzing
6. Melodic and harmonic dictation practice and quizzing
7. Modes
8. *Visual Score Analysis*
9. *Musical Elements utilized in composing and connecting links amongst various world music*
10. AP practice tests*, IB self study*

**Post Exams:**

AP students will collaborate in small groups creative ideas to perform an original or rearranged piece for the class. Everyone must participate in some way. It can be any style.