

## **PERFORMING ARTS DEPARTMENT**

## **MUSIC THEORY AND TECHNOLOGY I: COURSE #896**

### **The Department's Educational Philosophy**

Education in the Arts plays a major role in three general areas of education. Students gain knowledge of events and historical movements that shaped society. The arts help to develop critical and creative thinking skills. The arts can provide the means for communicating thoughts, emotions, and ideas that cannot otherwise be expressed.

### **Guiding Principles**

For those students interested in developing skills in voice, instrumental, and drama performance, the Performing Arts Department offers courses and activities of considerable variety. Performance material is selected to: meet the varied needs and skill levels of the students, provide cultural enrichment for the students, help students develop aesthetic, make provision for technical growth of the students, provide for school and community service, and create interdisciplinary relationships.

## **MUSIC THEORY AND TECHNOLOGY I: COURSE #896**

**Course Frequency:** Two and a half times per week

**Credits Offered:** 2.5 Credits

**Prerequisites:** None

### **Background to the Curriculum**

The Music Theory instructor revised the curriculum for the Theory class in 2002. Using the National Standard for Music Education, the State Frameworks, and knowledge of music theory, the instructor identified concepts and skills necessary for a thorough musical education at the high school level. Each year, the instructor develops materials and selects repertoire to facilitate the teaching of these skills and concepts. This curriculum is extensively tied to the National Standards for Music Education.

### **Core Topics / Questions / Concepts/ Skills**

The Music Theory curriculum is geared towards students who plan to continue to study music at the college level. The class not only covers typical music theory concepts but also covers concepts designed to encourage the development of well-rounded musicians. These additional concepts include conducting skills, ear training practice, rhythmic coordination exercises, and music history. Also, in order to ensure immediate application of the musical concepts, the instructor asks students to compose or participate in creative assignments in which they need to use the musical skills or concepts covered in previous classes. The class is designed to give students a solid foundation for college study and to spark their inspiration in music.

## **Course-end Learning Objectives**

*By the end of Music Theory, students will:*

- 1] Demonstrate knowledge of music theory concepts, including:
  - Vocabulary
  - Note names
  - Intervals
  - Major and minor scales
  - Key signatures (circle of fifths)
  - Triads and inversions
  - Diatonic chords in major and minor
  - Diatonic seventh chords in major and minor
  - Four-part writing and voice leading
- 2] Perform conducting patterns in 2, 3, 4 and mixed meters.
- 3] Demonstrate a knowledge of simple and compound meter.
- 4] Perform difficult rhythmic exercises, including syncopation while keeping a beat or conducting.
- 5] Identify and sing all diatonic intervals and tonic triads in major and minor keys.
- 6] Sight-sing easy melodies using the number system.
- 7] Compose (alone or with others) music adhering to specific guidelines.
- 8] Sequence an original composition using a sequencer such as the Korg Triton ProX workstation.
- 9] Sample original sounds, using a sampler such as the Korg Triton ProX workstation, and use sampled data in an original composition.

## **Assessment**

Music Theory I constantly assesses the students based on the curriculum above. These assessments occur a minimum of four times per marking period. Assessments may occur in several of the following ways:

- Students perform written quizzes or tests.
- Students sing or perform musical examples, both prepared and at sight, for a quiz grade.
- Instructor uses questioning to assess student understanding of a concept or skill.

The instructor also assesses the students' creative assignments based on the following criteria:

- Completion – Project must be complete in the allotted time.
- Group work – All members of the group must contribute.
- Assignment clearly conveyed – Requirements of assignment must be obvious within project.
- Variety – Project should include a variety of materials, ideas, and movements (if applicable).
- Number of original ideas – Project should incorporate at least two original ideas.
- Fluidity – Ideas should flow naturally, or ideas should have a reason for contrast.
- Representation – Project should be a representation of a concept (event, emotion, etc.).
- Justification – Students may be asked to justify your representation.
- Repetition – Students may be asked to repeat your performance. Therefore, they are to indicate if performance will include improvisation.

Additionally, the instructor assesses students on their effort, attendance, and behavior in class. The instructor will determine a grade for each term based on the combination of the aforementioned assessments

## **Materials and Resources**

The instructor has created her own series of worksheets, overheads, and handouts largely based on the theory textbook Scalés, Intervals, Keys, Triads, Rhythm, and Meter by Clough, Conley, and Boge, third edition. The instructor also develops sight-singing and rhythm-reading materials, and “mini music history workbooks” as needed. The instructor develops her own creative assignments.