

Course Title

Music Theory A

Description of Target Group

This class is designed for students (in grades 9-12) with academic ability to participate in an elective that meets U.C. acceptance standards in Visual and Performing Arts.

Purpose

This 5-unit, one semester course is designed to give music students an exploration and understanding of music construction, form and elements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Recognize various sounds of musical tones and their relationships.
2. Recognize and write note spellings in treble clef.
3. Recognize and write note spellings in base clef.
4. Construct, label the white/black key relationships of a piano keyboard.
5. Recognize, identify and write musical note intervals.
 - a. unison
 - b. octaves
 - c. perfect intervals
 - d. major intervals
 - e. minor intervals
 - f. diminished intervals
 - g. augmented intervals
6. Write, recognize and identify by sound the twelve major scales.
7. Write, recognize and identify by sound the twelve natural minor scales.
8. Write, recognize and identify by sound the twelve harmonic minor scales.
9. Write, recognize and identify by sound the twelve melodic minor scales.
10. Write, recognize and identify by sound the twelve (3) diminished scales.
11. Write, recognize and identify by sound the twelve (2) augmented (whole tone) scales.
12. Write, recognize and identify by sound the twelve blues scales.
13. Write, recognize and identify by sound the church modes.
 - a. ionian (today's major)
 - b. dorian (nat. minor #6)
 - c. phrygian
 - d. lydian (major #4)
 - e. mixolydian/dominant (majorflat7)
 - f. aeolian (nat. minor)
 - g. lochrian
14. Construct and explain the circle of fifths. (key signatures/clock)
15. Determine the name of a key signature when only the key signature is known (showing on the staff)

16. Determine the number of sharps or flats to use when only the first note of the scale (tonic) is shown on the staff.
17. Differentiate and describe the different properties of sound.
 - a. pitch
 - b. duration
 - c. intensity
 - d. timbre (tam-bur)
18. Construct, number and describe by interval spacing, the overtone series.
19. Describe, identify by sound, and notate various musical expression marks.
 - a. dynamics
 - b. accents
 - c. phrasing
 - d. etc. music terminology
20. Maintain a music theory notebook.
21. Recognize, construct, and identify by sound three voices (3 part) chords.
 - a. major
 - b. minor
 - c. diminished
 - d. augmented
22. Apply and interpret chord symbols for item #21.
 - a. example: c major = C M; C Maj; C[^]; or C
 - b. example c minor = c m; c min; c-; or c
 - c. etc.
23. Recognize, construct and identify by sound rhythmic notations.
 - a. note duration (whole, half, quarter, eighth, sixteenth)
 - b. rest values
 - c. measures/division of beats
 - d. meters 4/4; 2/4; 3/4; 6/8; 2/2; 3/2; 12/8; etc.
 - e. Tempos/metronome marks
 - f. syncopation
 - g. triples, duples, hemiola, etc.
24. Recognize, construct and identify by sound various nonharmonic tones.
 - a. appoggiatura
 - b. passing tones
 - c. upper neighbor
 - d. lower neighbor
 - e. suspension

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Music Theory B

Description of Target Group

This class is designed for students (in grades 9-12) with academic ability to participate in an elective that meets U.C. acceptance standards in Visual and Performing Arts.

Purpose

This 5-unit, one semester course is designed to give music students a more advanced exploration and understanding of music construction, form and elements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Review the skills necessary to complete Music Theory A
2. Maintain a Music Theory notebook of class work and projects.
3. Recognize, construct and identify by sound four voice (4 part) chords.
 - a. major
 - b. minor
 - c. diminished
4. Apply and interpret chord symbols for item #3.
 - a. example: major 7th = C M7; C maj7; CA7
 - b. dominant 7
 - c. minor 7
 - d. diminished 7
 - e. minor/major 7
 - f. half diminished
5. Recognize and construct the jazz scale numbering system.

Example: 1 9 3 11 5 13 7
6. Recognize, construct and identify by sound the various alterations of tones in the jazz scale. Flat 5; flat 9; sharp 9, etc.
7. Learn the process of part writing (4 parts).
 - a. chord progressions
 - b. voice movements
 - c. voice resolutions
 - d. common cadences
 - e. phrase considerations
 - f. position of voices (melodic considerations)

8. Learn how to harmonize a melody.
9. Learn how to put chord symbols to a melody.
10. Learn how to put chord symbols to an already part written selection.
11. Learn how to write parts from a score.
 - a. instrument ranges
 - b. instrument roles
 - c. transpositions (b-flat; e-flat; and F instruments)
12. Perform (live and/or tape) class exercises and projects to demonstrate application of music theory principles and skills.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.