

CTY Music Theory Syllabus

WEEK 1

Day 1

Intro, site rules, course description/needs. Short essay, "Why do we listen to music?"
Western harmony overview
Theory Skills pretest [written/ aural]
Explain listening journals, distribute list, go over example exercise.
Poster presentation - small groups - "How do we hear music?"
Aural skills - solfege, group sight singing
Written summary/questions

Study Hall: read chapter 1 [review]
pp.29-46 2.1 odds, 2.2 evens
2.7 # 3,4,5 (6)
individual sight-singing test, keyboard skills test

Day 2

Review aural skills, group sing, dictation, chord qualities
Basic conducting patterns, crucic & anacrucic beginnings. Write 4 bar dictation for class.
Intervals: define, M2/m2, Lopatnikoff pieces
Construcing scales, church modes
Key signatures, circle of fifths
"What is a canon?"
Written summary/questions

Study Hall: read pp. 53-62, 3.1 # 1-10, 3.2 odds, 3.3 odds, 3.9 4&6
study for quiz
work on listening journal

Day 3

Quiz
Intervals up to P8 [color association? Lopatnikoff?] Begin color composition.
Compound meter
Building triads
Sight singing - scale fragments, quality
Tag-team interval olympics.
Written summary/questions

Study Hall: finish color composition
practice intervals
read pp. 69-80, 91-95 [box!] 4.1 odds, 4.3 evens, 4.8, 4.9 #1&3

Day 4

Performance/ critique of color compositions [bring your instrument!]
Eurhythmics [polyrhythms?]
Dictation/ group sightings
Review triads inversions figured bass [go over 4.9 #1&3 in class, do #4 in reverse]
Library- research project orientation
Review for quiz, Written summary/questions

Study Hall: prepare for quiz
read pp 91-95 [reread], 95-105, 113-124, 5.1 evens, 5.3 #1

Day 5

Quiz - listening journals due
Cadences - Simon Says w/ types
Non-harmonic tones - skit [apartment building?]
Review modes, time period [read 155-159] Cantus firmus - write
Phrases/melodic considerations. Class composition [everyone takes a phase]
Intro sonata project
Dictation
This Week in Review
Written summary/questions

Study Hall: continue work on research project
continue work in listening journal
find sonata - begin work
pp 113-124 [reread] 6.2 pick 1, 6.3
pp 137-148 7.1 #1,4,8. 7.2 #2,3,6
pp 155-173

WEEK 2

Day 6

Cadence analysis [Bach - group]
What is formal analysis? poster
Texture. Harmonize folk tune w/ different kinds of support
Melody - PM, SM, PSM
Counterpoint [1st species] - use student canti firmi, write above & below
Class exercise - voice leading in 4 part harmony - write & perform in class
Aural skills - review, 2 part dictation, write dictation
Dictation in compound meter.
Written summary/questions

Study Hall: complete dictations, harmonize using basic progression & voice leading
read pp 183-196 10.1 #2,3, 10.3, 10.8, 10.9 pick 2
read pp 205-211
continue work on research project/ sonata
wear blue to class & bring instrument

Day 7

Perform dictations, class critique
Aural skills - group sightsinging, radio dictation
Go over 10.8 in class
Blueberry Cafe : Blues progressions - write and perform in class
Dominant seventh chords; singing writing, resolving
Library - work on listening journal, research project [draft due Friday am]
Written summary/questions

Study Hall: 11.1 odds, 11.2 evens, 11.8 #2
read pp 225-231 #12.4
pp 239-244
pp 251-260

Day 8

Large group listening - FORM [sonata, theme & var.]
Begin sonata analysis vol 2 p 130
Leading-tone sevenths, nondominant sevenths
Library for research project/listening journal
Prepare for tomorrow's quiz
Written summary/questions

Study Hall: prepare for quiz
research project
continue sonata practice/analysis
read pp. 251-260 [reread] 14.1, 14.2 odds, 14.6
read pp 275-287

Day 9

Quiz
Modulation group exercise -pass the piece
Secondary dominants, leading tone review
Aural skills: 7th chords, sing and play
Revisit counterpoint
Read vol 2 47-62
Imitation/counterpoint/fugue discussion, group analysis
Written summary/questions

Study Hall: work on sing& play
work on project draft
work on listening journal
read vol 2 pp 29-62, 2.1, 3.1 pick 5

Day 10

Drafts of project due
Listening journal due
Go over 2.1 in class, do 2.5 in class
Dictation, sing & play in pairs, review aural skills
Sonata performance for class [have complete piece incl accomp]
Written summary/questions

Study Hall: work on 2.5, arrange for 2 instruments in class [transposition]
read 109-115
practice keyboard skills 4.2
read vol 2 pp 69-74 assignment 4.1
read pp. 189-197

WEEK 3

Day 11

Play 2.5 in class [bring instruments]
Theme and Variations - "ah, vous dirai-je maman", improvise theme & variations on instrument
Analyze Bach fugue 16 in g - colors
Romantic period
Final day of work on research projects
Written summary/questions

Study Hall: work on research projects

read 79-84, 93-99, 5.2, 5.4 piano, 6.1 pick one
finish Bach fugue analysis
read pp 125-142, 207-226, 14.2

Day 12

Yagotta Sonata - analysis of individual pieces [work on - due Thursday]
do 8.1 in class?

Write a story/skit in sonata form OR tag-team sonata
Aural skills - modulating/ irregular sightsinging, dictation
Post-Romantic/ Impressionism
Research project presentations
Written summary/questions

Study Hall: choose piece to introduce class to from listening journal
read pp. 243-268, 277-285
individual conferences: feedback for presenters

Day 13

Present piece from listening journal to class -
Aural skills - atonal sightsinging, dictation
Contemporary/ 12 tone
Dice game - compose
Drop the needle on the record - name that era
Research project presentations
Written summary/questions

Study Hall: work on listening journals
prepare for final exam [aural, keyboard, info]
individual conferences: feedback for presenters

Day 14

Listening journals due
Final exam [written/aural]
What is music?
Written self-evaluation of coursework.

Study Hall: sight-singing/keyboard portion of final

Day 15

Discussion: expectations as listeners/performers
Final group analysis -P.D.Q. Bach
Performance of students' original works