

Music Theory 2021-22 syllabus

Music Theory is a course designed for the college bound music student. It is suggested that this course be taken to help that student prepare for the college theory placement exams. The piano / instrument portion of this class will focus on technic at the piano, and using electronic digital methods to create music, students will be able to play all major and minor scales and chromatic with correct fingering.

Course Syllabus Music Theory

1. **The basic language of music**
 - a. terminology
 - b. pitch notation
 - c. rhythm notation
2. **Drawing skills/introduction to online notation software/ Write it play it**
 - a. clefs why are they different
 - b. notes correct placement
 - c. rests
 - d. other written or computer music skills
3. **Note names/ playing scales, sight reading**
 - a. name all notes on the treble clef staff
 - b. name all notes on the bass clef staff
4. **Keyboard communication/ know your way around the keyboard**
 - a. identify note names of all "white" keys
 - b. "black" key enharmonic names
5. **Chromaticism/ playing in different keys**
 - a. sharp, flat, and natural signs
 - b. chromatic scales
6. **Melodic beginnings**
 - a. major scale tetrachords
 - b. solfeggio introduction
7. **Elementary rhythms/ counting in duple and triple meters**
 - a. rhythmic names of notes
 - b. performance of elementary rhythms
 - c. elementary rhythmic dictation
8. **Major scales / Minor Scales**
 - a. building scales with whole and half steps
 - b. introduction to key signature
 - c. Circle of fifths
 - d. Chord theory through dominant 7ths and augmented 4th chords

Table of Contents of Music Theory

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Lesson #	Topic
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1	What Is Music?
2	Duration and Timbre
3	Pitch
4	Intensity
5	Musical Handwriting
6	Notes and Clefs
7	Treble Clef Note Names
8	Bass Clef Note Names
9	"C" Clefs
10	Staff and Leger Lines
11	Placing Notes On Staff
12	Music Writing Skills
13	Keyboard Notes
14	Rests
15	Time Signature
16	Review
17	Rhythm Terminology
18	Note Relationships
19	Dotted Notes
20	Accidentals

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21	Intervals
22	Chromatics
23	Black Key Note Names
24	Double Sharps & Flats
25	Tetrachords
26	Major Scales
27	Major Scales
28	Rhythmic Dictation
29	Major Scales
30	Major Scales
31	Key Signatures
32	Key Signatures
33	Review / in class recital
34	Practice Midterm Exam
35	Midterm Exam

Lesson #	Using scales
36	Scale Degrees
37	Texture
38	Triads
39	Consonant Chords
40	Dissonant Chords

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41	Types of Chords
42	Scale Fingerings 1
43	Scale Fingerings 2
44	Scale Fingerings 3
45	Rhythmic Review
46	Intervals 1
47	Intervals 2
48	Chords Part 1
49	Chords Part 2
50	Chords Part 3
51	Parallel Minor
52	Relative Minor
53	Natural Minor Scales
54	Harmonic Minor Scales
55	Melodic Minor Scales
56	Natural Minor Chords
57	Harmonic Minor Chords
58	Melodic Minor Chords
59	Chord Inversions
60	Modes
61	Transposition

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62	Dominant Seventh Chords
63	Melodic Dictation
64	Secondary Dominant 7ths / Augmented IV chords
65	Melodic Dictation
66	Harmonic Dictation
67	Rhythm Review
68	Chord Analysis Review
69	Practice Exam
70	Final Exam

All classes will be as interactive as possible. Students will be able to communicate with teacher through Google classroom. All Assignments will be available in google classroom except for quizzes. Students will be expected to keep an on going record of their progress.

Grading per semester

Classwork/participation10 percent

Assignments.....20 percent

Projects.....25 percent

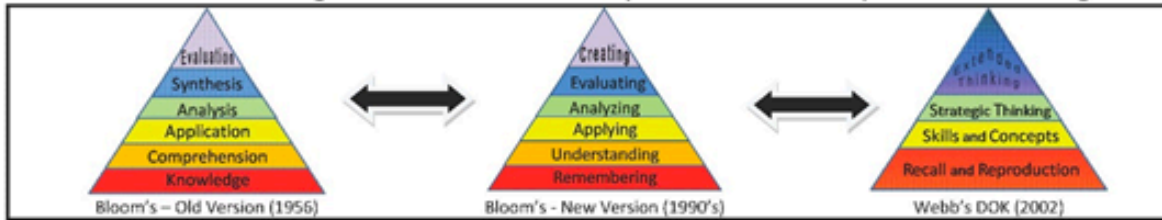
Attendance.....10 percent

Quiz.....15 percent

Exams.....20 percent

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Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge



<p>Bloom's six major categories were changed from noun to verb forms in the new version which was developed in the 1990's and released in 2001. The knowledge level was renamed as remembering. Comprehension was retitled understanding, and synthesis was renamed as creating. In addition, the top two levels of Bloom's changed position in the revised version.</p>		<p>Norman L. Webb of Wisconsin Center for Educational Research generated DOK levels to aid in alignment analysis of curriculum, objectives, standards, and assessments.</p>	
<p>Bloom's Taxonomy</p>		<p>Webb's Depth of Knowledge & Corresponding Verbs <i>*Some verbs could be classified at different levels depending on application.</i></p>	
<p>Knowledge</p>	<p>Remembering</p>	<p>Recall and Reproduction <i>Correlates to Bloom's 2 Lowest Levels</i> <i>Recall a fact, information, or procedure.</i></p>	
<p><i>Recall appropriate information.</i></p>	<p><i>arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why</i></p>	<p>Skill/Concept <i>Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.</i></p>	
<p>Comprehension</p>	<p>Understanding</p>	<p><i>apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues</i></p>	
<p><i>Grasp the meaning of material.</i></p>	<p><i>Engage in meaningful interactions with the content; explain ideas or issues; compare and contrast; describe relationships; make inferences and draw conclusions; identify main ideas and supporting details; summarize; use context clues</i></p>	<p>Strategic Thinking <i>Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.</i></p>	
<p>Application</p>	<p>Applying</p>	<p><i>appraise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems</i></p>	
<p><i>Use learned material in new and concrete situations.</i></p>	<p><i>Put parts together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.</i></p>	<p>Extended Thinking <i>Correlates to Bloom's 2 Highest Levels</i> <i>Requires investigation, complex reasoning, planning, developing, and thinking probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.</i></p>	
<p>Analysis</p>	<p>Analyzing</p>	<p><i>analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize</i></p>	
<p><i>Break down material into component parts so that its organizational structure may be understood.</i></p>	<p>Synthesis</p>	<p><i>analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize</i></p>	
<p><i>Put parts together to form a new whole.</i></p>	<p>Evaluating</p>	<p><i>analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize</i></p>	
<p>Evaluation</p>	<p>Creating <i>(Previously Synthesis)</i></p>	<p><i>analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize</i></p>	
<p><i>Judge value of material for a given purpose.</i></p>	<p><i>Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.</i></p>	<p><i>analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize</i></p>	

Debbie Perkins, 2008