

AP Music Theory Syllabus Lindale High School

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Texts/Resources:

AP Music Theory (2nd edition) Barron's/Scoggin

Various internet websites

Course Description

AP Music Theory is a rigorous, college-level course for students who have a serious interest in music. This course has the same amount of work as a first year college music theory class. The course will be taught using traditional lecture and written work as well as sight-singing, ear-training, and harmonic and melodic dictation practice. This course is designed to prepare students for the AP Music Theory Exam in May, and students will be encouraged to take the test.

Teaching Philosophy

As this course is a college level class with a large amount of material to cover, I expect each student to maintain consistent study habits throughout the course. It is the student's responsibility to keep up with assignments. As your teacher, I will do whatever I can to help you succeed in this class. Please don't hesitate to ask any question.

Class Supplies

Pencils, music staff paper, notebook paper, headphones or earbuds, computer, and a one inch binder.

Discipline

I will be teaching this class as a college class, and thus I expect mature behavior to be exhibited at all times. As we have a significant amount of material to cover and get comfortable with before the AP test in May, it is imperative that you adhere to the following:

1. Be on time
2. Be attentive (the material builds on itself throughout the year)
3. Ask questions (no question is insignificant)
4. Complete all work assigned (make corrections when necessary)
5. Actively participate in class (small classes usually accelerate learning)

Tests and Grading

Grades will include short dictation assignments, written tests, aural tests, homework, and class discussions. Remember that music theory is cumulative, and mastery of each topic is vital for continued success.

Grading System

6-Weeks Grades will be averages as follows:

SR Tests	10%
Homework	20%
Quizzes	20%
Test/Projects	20%
Daily Participation	30%

Semester Exams will be 20% of the semester grade

Technology in Class

Because we will be utilizing various music theory websites throughout the school year, it is important that you bring your school IPAD to class every day with headphones/earbuds. I will have each of you bookmark these sites as we use them.

Music Literature to be used in class

Because this class has a large amount of analysis we will be using the following standard music literature as we learn the rules and tendencies of the common practice period. These do not need to be purchased and will be used throughout the year:

- J.S. Bach : minuets, chorales, and fugues from the Well Tempered Clavier book I.
- W. A. Mozart : string quartets, piano sonata K.279, and Cosi Fan Tutti arias
- L.V. Beethoven : First movement of Symphony #5
- F. Chopin : mazurkas
- F. Schubert : Various lieder
- J. Brahms : Second movement of Symphony #4

Topical Course Outline (significant detail is included in each)

First 6-weeks

1. Elements of Music including notation
2. Note Names and clefs
3. Circle of Fifths/Key Signatures
4. Solfege - with hand symbols
5. Scales (major/minor-relative/parallel/modal/pentatonic/whole-tone)
6. Basic rhythms

Second 6-weeks

1. Review of first 6-weeks
2. Time Signatures
3. Melodic/Rhythmic dictation (Chp. 11 Barron's AP Music Theory)
4. Music Vocabulary
5. Keyboard

Third 6-weeks

1. Review of second 6-weeks
2. Diatonic triads
3. Inversion
4. Aural id of triads (major/minor/augmented/diminished)
5. Seventh chords
6. Melody and motivic analysis/treatment
7. Cadences (PAC, IAC, deceptive, plagal)

Fourth 6-weeks

1. Review of third 6-weeks
2. Sight-singing (daily exercises generated from www.sightreadingfactory.com, major/minor keys)
3. Roman numeral harmonic analysis (chorales including J.S. Bach)
4. Non-chord tones (passing, neighbor, suspensions, escape, appoggiatura, etc.)
5. Secondary Functions (secondary dominants/secondary leading tones)
6. Mode mixture and Modulation (relative/closely relates/parallel/foreign/enharmonic equivalents)

Fifth 6-weeks

1. Review of fourth 6-weeks
2. Writing bass lines with harmonization, vocal ranges, contrary motion (Chp. 8, Barron's AP Music Theory)
3. Part Writing
4. Standard Resolutions
5. Phrase Structure (phrases/periods/parallel/contrasting)
6. Form (binary/rounded binary/ternary/rondo/sonata allegro/theme and variation/strophic/through-composed)

Sixth 6-weeks

1. Review of fifth 6-weeks
2. Figured bass (Chp. 14, barron's AP Music Theory, motion, resolution, rules, doubling rules)
3. Harmonic dictation (Chp. 15, Barron's AP Music Theory, processes, implied harmonies)
4. Chromaticism

5. Final composition project (compose a 32 bar four part chorale using common practice period harmonic progression with examples of non chord tones, secondary functions, and at least two modulations.

The course outline will be adaptable based on the needs of the class.

I congratulate each one of you for challenging yourselves academically by taking this class. AP classes give students the chance to earn college credit while still attending high school. Each May, the College Board administers AP tests nationwide so that college can decide whether a student's AP work is worthy of college credit. Earning these AP credits can have a significant positive impact on future college tuition costs. Taking this class will also give you an accurate assessment of how college classes (music especially) are taught and the expectations of those classes.

Good Luck!