Advanced Placement Music Theory

Grade 10, 11, or 12

Prerequisite: Honors criteria and demonstrated proficiency in performance of requisite skills

Credit Value: 5

ABSTRACT

Students in Advanced Placement (AP) Music Theory develop musical skills that lead to a thorough understanding of composition, theory, arranging, dictation, analysis, and sight-singing. The ability to read and understand musical notation is a prerequisite for the course. Technology applications are explored as students practice composition techniques and use their experience in vocal and/or instrumental music to continue this rigorous study of music theory at the post-secondary level. Students in this class may elect to take the Advanced Placement Music Theory examination to earn college credit. Benchmark assessments are employed to track individual student progress.

Adopted by the Somerville Board of Education on July 25, 2017
<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
</table>

**Essential Question:**
- What knowledge is necessary to successfully undertake the study of music theory?
- How do composers create music for voice?
- What is the role of compositional tools during the common practice period (1600-1900)?
- How can music be notated upon listening?
- What challenges may an instrumental composer face?

**Content:**
- Fundamentals of Music
- Standardized Notation
- Analysis and Notation of Chorale Music
- Using Compositional Tools
- Dictation
- Instrumental Composition

**Skills and Topics:**
- Demonstrate comprehension of the fundamentals of music and standard notation (e.g., scales, modes, key signatures, the circle of fifths)
- Determine the interval patterns in various modes (e.g., Ionian, Mixolydian, Lydian)
- Recognize the differences among modes in written and oral forms
- Analyze music of the pre-common period
- Employ standardized notation to annotate and analyze harmonies
- Utilize technology and apply appropriate terminology to analyze harmonies in a personal electronic journal entry
- Identify the characteristics of chorale music (e.g., Bach compositions)
- Apply the rules of chord succession in the annotation of the upper three voices of a given baseline
- Analyze simple chorales
- Identify all four cadence types (e.g., authentic, plagal, half, deceptive) in major and minor keys
- Compose a chorale
- Utilize technology to learn sight-singing (e.g., www.musictheory.net, Auralia)
- Expand harmonic vocabulary to include secondary chords and modulation
- Analyze instrumental music of the common period
- Examine music to include diverse forms (e.g., in a fugue)
- Compare and contrast the works of composers of the common practice period
- Employ a variety of compositional tools (e.g., augmentation, diminution, imitation, inversion, sequence)
- Utilize technology in sight-singing exercises
- Reflect on personal growth in an electronic journal entry
- Identify the skills necessary to notate music (e.g., notes in a melody or chord progression, cadence)
- Create music for varied combinations of instruments
- Analyze expanded works of the common period (e.g., fold song, double choir, orchestra with choir)
- Identify the sounds of instruments in performance context
- Reflect on personal growth in an electronic journal entry
- Conduct research of diverse musical scores
- Expand personal repertoire to include more demanding compositions for analysis
- Assess and apply proper timbre, usage, practical and complete ranges, and special effects in composing for varied instruments
- Analyze previous knowledge in the initial planning of a personal composition
- Reflect on the plan for personal composition in an electronic journal entry
**AP Music Theory**  
**Grade 10, 11, or 12**

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills and Topics:</strong></td>
<td></td>
<td>• reflect on personal composition in an electronic journal entry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integration of Technology:</strong></td>
<td></td>
<td><a href="http://www.musictheory.net">www.musictheory.net</a>, Internet, Web Quests, wireless laptop computer, SMART Boards, teacher webpage, <em>Aurelia</em>, <em>Sibelius</em>, GarageBand, multimedia presentations, video streaming, podcasting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing:</strong></td>
<td></td>
<td>Open-ended responses, conclusions and analysis of exploratory activities, electronic journal entries, advanced placement writing prompts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Formative Assessments:</strong></td>
<td></td>
<td>Teacher observation, musical compositions, peer and self-assessments, advanced placement practice tests, performance scoring rubric, benchmark assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summative Assessments:</strong></td>
<td></td>
<td>Quizzes, tests, writing prompts, musical compositions, benchmark assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performance Assessments:</strong></td>
<td></td>
<td>Musical compositions, presentations, conducting activities, scoring rubric activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Interdisciplinary Connections:** | *ELA: RI.10-12.1-10, W.10-12.1-10*  
Science: 5.1.12.C.1  
Technology: 8.1.12.F.1  
World Language: 7.1.NM.A.3  
Social Studies: 6.2.12.D.4.k  
21st Century Life/Careers: CRP 4, CRP5, CRP8, CRP 11, CRP12 | *ELA: RI.10-12.1-10, W.10-12.1-10*  
Science: 5.1.12.C.1  
Technology: 8.1.12.F.1  
World Language: 7.1.NM.A.3  
Social Studies: 6.2.12.D.4.k  
21st Century Life/Careers: CRP 4, CRP5, CRP8, CRP 11, CRP12 | *ELA: RI.10-12.1-10, W.10-12.1-10*  
Science: 5.1.12.C.1  
Technology: 8.1.12.F.1  
World Language: 7.1.NM.A.3  
Social Studies: 6.2.12.D.4.k  
21st Century Life/Careers: CRP 4, CRP5, CRP8, CRP 11, CRP12 | *ELA: RI.10-12.1-10, W.10-12.1-10*  
Science: 5.1.12.C.1  
Technology: 8.1.12.F.1  
World Language: 7.1.NM.A.3  
Social Studies: 6.2.12.D.4.k  
21st Century Life/Careers: CRP 4, CRP5, CRP8, CRP 11, CRP12 |

**21st Century Themes:**  
- Global Awareness  
- Civic Literacy  
- Financial, Economic, Business, and Entrepreneurial Literacy  
- Health Literacy

**21st Century Skills:**  
- Creativity and Innovation  
- Media Literacy  
- Critical Thinking and Problem Solving  
- Life and Career Skills  
- Information and Communication Technologies Literacy  
- Communication and Collaboration  
- Information Literacy
# AP Music Theory
## Grade 10, 11, or 12

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources:</strong></td>
<td>Theory and practice books, advanced placement practice materials, professional journals and publications, sheet music, instruments,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Careers:</strong></td>
<td>Applicable career options are discussed as they arise throughout the performing arts program. Career options include, but are not limited to, the following career clusters: Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*2016 NJSLS:
- RL: Reading Literature
- RI: Reading Informational Text
- W: Writing
- SL: Speaking and Listening
- L: Language
- N: Real Number System
- A: Algebra
- F: Functions
- G: Geometry
- S: Statistics and Probability
- MD: Measurement and Data
**AP Music Theory**  
Grade 10, 11, or 12

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
</table>

**Essential Question:**
- How did 20th century American composers change the rules of composition?  
- What techniques aid in nonverbal communication of a composer’s intentions?  
- What preparation helps music scholars to assess their knowledge?  
- In what ways can theory become practice?  
- How can a musician express individual voice through music?

**Content:**
- 20th Century Musical Concepts  
- Musical Communication  
- Personal Goal Setting  
- Four Elements of Music Theory  
- Personal Composition and Performance

**Skills and Topics:**

<table>
<thead>
<tr>
<th></th>
<th>20th Century Musical Concepts</th>
<th>Musical Communication</th>
<th>Personal Goal Setting</th>
<th>Four Elements of Music Theory</th>
<th>Personal Composition and Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• define aleatoricism, dodecaphonism, and other avant garde techniques in 20th century music</td>
<td>• identify musical terms in Italian</td>
<td>• collaborate with peers to create a scoring rubric for performance and knowledge base</td>
<td>• identify the fundamental elements of music theory (e.g., analysis, composition, performance, notation)</td>
<td>• brainstorm genres of music to prepare for personal compositions</td>
</tr>
<tr>
<td></td>
<td>• compose short works for small and large groups and instruments in combination</td>
<td>• employ Italian terms in personal compositions</td>
<td>• employ a scoring rubric to assess personal performance to date</td>
<td>• compose bass lines for given melodies</td>
<td>• explore diverse genres of music to inform personal compositions</td>
</tr>
<tr>
<td></td>
<td>• apply 20th century techniques in composition creation</td>
<td>• assess proper conducting technique</td>
<td>• utilize results of self-assessment to set personal goals for improvement of performance and knowledge base</td>
<td>• realize** four-part chorales</td>
<td>• apply the four elements of music theory in the creation and performance of a personal composition</td>
</tr>
<tr>
<td></td>
<td>• analyze instrument-specific techniques</td>
<td>• apply conducting technique to conduct simple meters</td>
<td>• annotate dictation exercises of increasing difficulty, such as harmonic and melodic notation</td>
<td>• conduct wind ensemble and/or jazz ensemble</td>
<td>• present the personal composition to peers</td>
</tr>
<tr>
<td></td>
<td>• compare and contrast 20th century compositions, paintings, and other forms of art (e.g., architecture, photographs, sculptures)</td>
<td>• initiate the use of left- and right-handed independence in conducting</td>
<td>• analyze non-conventional and non-traditional musical forms (e.g., fugue, double fugue, polytonality)</td>
<td>• reflect on conducting experience in an electronic journal entry</td>
<td>• assess personal and peer compositions and performances using a scoring rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• conduct wind ensemble and/or jazz ensemble</td>
<td>• assess the vocabulary necessary to create narratives relative to music theory</td>
<td>• reflect on conducting experience in an electronic journal entry</td>
<td>• reflect on progress and product in an electronic journal entry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• reflect on conducting experience in an electronic journal entry</td>
<td>• investigate necessary information to prepare for advanced assessment of music theory knowledge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Realize:** compose the upper three voices when given a baseline and roman numerals.
AP Music Theory  
Grade 10, 11, or 12

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Topics:</td>
<td>• reflect on personal compositions in an electronic journal entry</td>
<td></td>
<td></td>
<td>• reflect on personal music theory knowledge in an electronic journal entry</td>
<td>• assess personal progress plan in an electronic journal entry</td>
</tr>
</tbody>
</table>

**Integration of Technology:**  
www.musictheory.net, Internet, Web Quests, wireless laptop computer, SMART Boards, teacher webpage, Aurelia, Sibelius, GarageBand, multimedia presentations, video streaming, podcasting

**Writing:**  
Open-ended responses, conclusions and analysis of exploratory activities, electronic journal entries, advanced placement writing prompts

**Formative Assessments:**  
Teacher observation, musical compositions, peer and self-assessments, advanced placement practice tests, performance scoring rubric, benchmark assessments

**Summative Assessments:**  
Quizzes, tests, writing prompts, musical compositions, benchmark assessments

**Performance Assessments:**  
Musical compositions, presentations, conducting activities, scoring rubric activities

**Interdisciplinary Connections:**  
*ELA: RI.10-12.1-10, W.10-12.1-10  
Science: 5.1.12.C.1  
Technology: 8.1.12.F.1  
World Language: 7.1.NM.A.3  

*ELA: RI.10-12.1-10, W.10-12.1-10  
Science: 5.1.12.C.1  
Technology: 8.1.12.F.1  
World Language: 7.1.NM.A.3  

*ELA: RI.10-12.1-10, W.10-12.1-10  
Science: 5.1.12.C.1  
Technology: 8.1.12.F.1  
World Language: 7.1.NM.A.3  

*ELA: RI.10-12.1-10, W.10-12.1-10  
Science: 5.1.12.C.1  
Technology: 8.1.12.F.1  
World Language: 7.1.NM.A.3  
### AP Music Theory
#### Grade 10, 11, or 12

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>21st Century Themes:</strong></td>
<td>☒ Global Awareness</td>
<td>☐ Civic Literacy</td>
<td>☒ Financial, Economic, Business, and Entrepreneurial Literacy</td>
<td>☒ Health Literacy</td>
<td></td>
</tr>
<tr>
<td><strong>21st Century Skills:</strong></td>
<td>☒ Creativity and Innovation</td>
<td>☒ Media Literacy</td>
<td>☒ Critical Thinking and Problem Solving</td>
<td>☒ Life and Career Skills</td>
<td>☒ Information and Communication Technologies Literacy</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td>Theory and practice books, advanced placement practice materials, professional journals and publications, sheet music, instruments,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Careers:</strong></td>
<td>Applicable career options are discussed as they arise throughout the performing arts program. Career options include, but are not limited to, the following career clusters: Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*2016 NJSLS:

- RL: Reading Literature
- N: Real Number System
- RI: Reading Informational Text
- A: Algebra
- W: Writing
- F: Functions
- SL: Speaking and Listening
- G: Geometry
- L: Language
- S: Statistics and Probability
- MD: Measurement and Data
AP Music Theory
Course Requirements

Grade: 10, 11, or 12  Prerequisite: Honors criteria and demonstrated proficiency in performance of requisite skills  Credit Value: 5
Length of Course: Academic Year

Course Description
Students in Advanced Placement (AP) Music Theory develop musical skills that lead to a thorough understanding of composition, theory, arranging, dictation, analysis, and sight-singing. The ability to read and understand musical notation is a prerequisite for the course. Technology applications are explored as students practice composition techniques and use their experience in vocal and/or instrumental music to continue this rigorous study of music theory at the post-secondary level. Students in this class may elect to take the Advanced Placement Music Theory examination to earn college credit.

Course Content
This course will consist of the following units of study:
- Fundamentals of Music and Standardized Notation
- Analysis and Notation of Chorale Music
- Using Compositional Tools
- Dictation
- Instrumental Composition
- 20th Century Musical Concepts
- Musical Communication
- Personal Goal Setting
- Four Elements of Music Theory
- Personal Composition and Performance

Course Objectives
The student will demonstrate the ability to answer in detail the following essential questions:
- What knowledge is necessary to successfully undertake the study of music theory?
- How do composers create music for voice?
- What is the role of compositional tools during the common practice period (1600-1900)?
- How can music be notated upon listening?
- What challenges may an instrumental composer face?
Course Objectives (continued)

- How did 20th century American composers change the rules of composition?
- What techniques aid in nonverbal communication of a composer’s intentions?
- What preparation helps music scholars to assess their knowledge?
- In what ways can theory become practice?
- How can a musician express individual voice through music?
- What are the post-graduation and/or career options that apply to the course content?

Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
- Class Participation
- Homework

Specific weights will be determined by course and level.
AP Music Theory
Student Agreement

STUDENT NAME: ____________________________________________________________

Last Name                                      First Name

GRADE: ___________________

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for AP Music Theory.

I acknowledge my responsibility to read and understand all of the information contained in the AP Music Theory Course Requirements information and syllabus packet.

_________________________________________  ______________________
Student Signature  Date

Note: Please share the course requirements for AP Music Theory with your parents.