



Ephrata High School
Course Syllabus

Theory II
Course #5646



I. Course Description

Music Theory II is designed to review and strengthen the basic building blocks taught in Music Theory I. In addition, arranging and the rules of part writing will be introduced. Ear training will be expanded to include inversions, 4-part voicing, and chord progressions. Students will learn to compose using figured bass. Completion of this course should provide a strong theory background, which may continue to enhance a students' performing skills as well as a basic understanding of music. Students may be asked to purchase a workbook. This course is a prerequisite for Advanced Placement Music Theory.

II. Materials & Equipment

Students will be responsible for completing regular assignments in the provided workbook, *Master Theory Book 4*, as assigned. *Master Theory Book 5* and *Book 6* may also be used in sequence to strengthen music writing and arranging skills. Supplemental worksheets, staff paper, and graphic organizers such as a keyboard diagram and the Circle of Fifths will also be utilized. Additional practice with intervals, scales, and triads will be made available to students through theory internet sites (accessed through both home and school computers) as well as music software programs Alfred's Essentials of Music Theory, Auralia, and FINALE available during class. Use of a keyboard at home is strongly recommended and encouraged.

III. Course Goals & Objectives

1. To develop and apply a working knowledge and understanding of the fundamentals of both the written and aural aspects of music at an intermediate to advanced level. This includes, but is not limited to:
 - Notation, developing and perfecting written skills
 - Analysis
 - Melodic/Rhythmic/Harmonic dictation, developing aural skills
 - Sight singing, use of solfeggio
 - Keyboard competency, intermediate level
 - Composing, arranging, orchestrating melodies with both simple and more complex harmonies
 - Understanding, using, and manipulating intervals, major and minor scales, the modes, key signatures, intervals, and triads
2. To become more familiar with style traits, classic literature, and composers of the Western historical areas and beyond (Middle Ages, Renaissance, Baroque, Classical, Romantic, Impressionistic, 20th century)
 - Understanding form
 - Tonality
 - Compositional techniques

3. To increase a student's overall understanding of and growth in music terminology, how music "works", and to heighten the student's overall performance level

IV. Course Topics /Summary Outline

What skills are necessary for an intermediate level of theory mastery?
How may these skills enhance a musician's performance level?

1. Notation, symbols (review)
2. Solfeggio (moveable "do"; fixed "do"; chromatically altered pitches)
3. Rhythmic dictations (subdivisions and irregular divisions of the beat unit)
4. Meter (simple, compound, irregular and complex)
5. Composing melodies and harmonies (given chord progressions)
6. Continuous review of key signatures (major, 3 types of minors and modes)
7. Continuous review of Intervals (Perfect, Major, minor, diminished, Augmented, enharmonic, inversions)
8. Continuous review of Triads (quality: Major, minor, diminished, Augmented; functions; inversions, figured bass analysis symbols)
9. Using and identifying secondary dominant chords and seventh chords
10. Transposing melodies using solfege and interval method; understanding transposing instruments
11. Harmonizing melodies using primary and secondary triads (major and minor)
12. Using and identifying basic cadences (authentic, half, plagal, deceptive)
13. 12-bar blues progression
14. Arranging melodies and harmonies for specific instrumentations
15. Using/Identifying basic non-harmonic tones
16. Understanding basic forms of music: phrase, motive, binary, ternary, rondo, sonata form, fugue, variation, etc.
17. Use of basic to intermediate 4-part writing skills
18. Describing both written and aural music using a rich music vocabulary

V. Assignments & Grading

Grades will be determined by student participation in the following activities (but not limited to:)

- Completion of assigned pages in workbook and supplemental
- Completion of homework practice and review as needed
- Participation in class discussions/circle activities/sight singing and solfege
- Quizzes/Tests
- Composing, arranging, transposing and harmonizing melodies
- Ear-training/dictation activities
- Demonstration of rhythmic, melodic and harmonic dictation skills
- Knowledge of keyboard/basic to intermediate keyboard skills
- Enrichment/reinforcement of skills involving computer software programs both in class and at home