

**The Sarasota Visual & Performing Arts Center
Booker High School
Syllabus**

AP Music Theory
Instructor: Sung Choe
Portable 103

Fall 2011

Course Description

This course is intended to prepare students for the AP Music Theory Exam as well as their further education in music. Classes meet every day for 80 minutes covering both Written and Aural Theory. In the written theory session, students review the fundamentals of music theory such as basic terminology and notation skills, four-part harmonization, chord progressions, and simple structure of music during the fall semester. Upon the completion of the review, students learn more complicated harmonic vocabularies and larger forms of music in depth. Students will also examine how various chromatic techniques and formal models were utilized in tonal music, particular that of the nineteenth and early twentieth centuries. In aural theory sessions, students learn in 2 main parts, dictation and sight singing in solfege system (fixed "do"). Students learn to understand and recognize intervals, chords, scales, as well as short fragments of melody, rhythm, and harmony within the context of musical literature aurally. Students will use the keyboards to relate the written knowledge to the aural portion. In addition, students will use the class piano sessions to prepare for the college level keyboard skills class covering the skills of sight playing, technique, transposition, harmonization, and improvisation.

Required Textbook

Stefan Kostka and Dorothy Payne, *Tonal Harmony* (5th edition)

Class Meetings

Classes meet daily. Also, there will be a **computer lab (chorus room)** where every student is strongly encouraged to use to drill on your written and aural skills.

Attendance

Attendance is recorded daily. Good attendance is imperative since most of the material for your daily assignments is imparted in the lectures and drilled in the aural skills sessions; thus, while points are not deducted for poor attendance, your grades will be directly and (quite possibly) drastically affected by your attendance decisions. Please refer to the Booker High School Discipline Guideline.

Classroom Expectations

1. Be Prompt
2. Be Prepared
3. Be Productive
4. Be Respectful (to self, others, and property)

Consequences

When a Student is keeping the teacher from teaching or the other students from learning, the teacher will give a redirection. If it is not accepted, the student will earn the following:

1. Warning-rethink behavior
2. Move to alternative seat
3. Brief 1:1 conference with teacher
4. Parent contact
5. Referral to administration or guidance

Rewards

1. Feel good about yourself
2. Earn better grades
3. Earn privileges
4. Earn preferred activity time

Cell phones/Dress Code

The department strongly follows the school policy. More detailed info is available on your Booker High School Discipline Guideline.

Extra help/Tutoring

Extra help/tutor is available during lunchtime and after school. You may come by after your class and talk to me to arrange one.

Make-up work

it is your responsibility to seek make-up assignments. Upon your return after your excused absences, come see me for your make-up assignment with appropriate deadlines. If you need to make-up a test/quiz/ exam after your excused absences, it is during the day you return; either class time or lunch time. If you are absent for 4 or more days excused, and then an extra day is given to catch-up, then take the test/quiz/exam. You can NOT make-up any work if you are unexcused. Note: I do not accept incomplete work or late work without parent's note.

Fire drill, tornado, code red

Upon the occasion, I will go over the procedures the day of the drills in class ahead of time. Normally, go out through north door quickly and quietly to the grass area. You may leave all your stuff behind----I will lock the door.

Communication

If you are meeting my expectation(s), I will let you know individually at the end of the class time. If your progress is good for over a month period, I will let your parents know as well by calling your parent(s) and complimenting you. However, if you have any issue/communication matter, you may make an appointment with me and/or email me at sung-choe@sarasota.k12.fl.us.

CROSSPOINTE

Crosspointe is an online grade monitoring system for parent(s). Please make use of the system by signing up on the district website.

Grades

Grades are determined through a straight percentage of the total accumulated points, using the new grading system. ie) 90-100....A, 80-89....B, 70-79....C, 60-69....D, and 59 and below....F.

Employability.....	20%
attendance, participation, preparation, etc.	
Aural.....	30%
sight singing.....	10%
dictations.....	15%
listening.....	5%
Written.....	30%
tests.....	10%
homework.....	20%
Project.....	10%
mid term/Final.....	10%
Total.....	100%

Presentation

Based on a given chapter of the textbook, a student is going to present a chapter to the class in each semester. During the presentation, student needs to prepare class note, play examples, and come up with method of assessment. Extra help is available ahead of time.

Calendar

Fall Semester

Weeks 1-3	<p>Written: Review Ch. 1-3 Notes, Major Scales, Intervals, Rhythm, Meter, Triads, Inversion</p> <p>Aural and Keyboard: Review of simple material in conjunct motion</p>
Weeks 4-5	<p>Written: Review Ch. 4-5 Minor Scales, Seventh chords, Melodic line</p> <p>Aural and Keyboard: Review of simple meters in conjunct motion Test #1</p>
Weeks 6-9	<p>Written: Review Ch. 6-8 4-part writing, chord progressions, figured bass, circle of fifths, sequences</p> <p>Aural and Keyboard: Review of simple meters in conjunct motion And outlining triads Test #2</p>
Weeks 10-11	<p>Written: Ch. 9-10 Cadences, simple forms, simple analysis</p> <p>Aural and Keyboard: Review of simple meters in conjunct motion And outlining triads Test #3 Project#1 Analysis of a suite</p>
Weeks 12-13	<p>Written: Ch. 11-12 Non-chord tones</p> <p>Aural and Keyboard: Simple meters in every interval, harmonic dictation with primary chords</p>
Weeks 14-16	<p>Written: Ch. 13-15 Diatonic 7th Chord</p> <p>Aural and Keyboard: Compound meters in conjunct motion, harmonic dictation with primary chords Test #4</p>
Weeks 17-18	<p>Written: Ch. 16-17 Secondary dominant, secondary leading-tone</p> <p>Aural and Keyboard: Compound meters in conjunct motion and outlining triads, harmonic dictations with both primary and secondary chords Test #5</p>
Week 19	<p>Review for the Mid-term Exam Mid-term exam</p>

Spring Semester

Weeks 20-22	Review materials from the fall semester
Weeks 22-24	Written: Ch. 18-19 Modulations Aural and Keyboard: Simple and compound meters in conjunct motion and outlining triads, harmonic dictations with both primary and secondary chords Test #6
Weeks 25-26	Written: Ch. 20 Simple forms, analysis Aural and Keyboard: Simple and compound meters in conjunct and disjunct motion, harmonic dictations with both primary and secondary chords
Weeks 27-28	Written: Ch. 21-24 Chromatic harmony (borrowed chords, N6, Aug+6) Aural and Keyboard: Simple and compound meters in conjunct and disjunct motion, harmonic dictations with both primary and secondary chords Test # 7 Project #2 Analysis of a complete Sonata
Weeks 29-30	Written: Ch. 25-26 Enharmonic spellings, further elements of the harmonic vocabulary Aural and Keyboard: Simple and Compound meters with triplets in conjunct and disjunct motion, harmonic dictations with secondary dominant and Leading-tones Test #8
Weeks 31-32	Written: Ch. 27 Tonal harmony in late Nineteenth Century Aural and Keyboard: Simple and compound meters with complex rhythm in conjunct and disjunct motion, harmonic dictations with modulation Test #9
Weeks 33-37	Written: Ch. 28 Introduction to twentieth-century music Aural and Keyboard: Simple and compound meters with hemiola and syncopation, harmonic dictation with modulation Test #10
Weeks 38	Review Final Exam