



# SUMMER CREEK HIGH SCHOOL CHORAL DEPARTMENT

AMANDA ROBISON, DIRECTOR

## AP MUSIC THEORY SYLLABUS 2018 - 2019

### OVERVIEW

The AP Music Theory Course is designed as a broad-based overview of music theory practices for students who are entering the music major in college, students who excel in their musical ensemble in high school and want to diversify their musical training, or students wishing to improve their music composition and reading skills. It is designed to work in conjunction with the ensemble you are enrolled in: choir, band or orchestra. Similar to college campuses across the nation, emphasis is placed on music of the Common Practice Period (c. 1600-1900). However, music of all styles and periods are also briefly studied.

### STUDENT RESPONSIBILITIES AND EXPECTATIONS

#### Guidelines for Success

Students will be successful in this class if they participate and practice the assignments on a regular basis. Also, students will be expected to come prepared with the basic knowledge of music reading and identification. If not, the student must spend more time than others catching up on that knowledge at the beginning of the year. A student will not be successful if he/she does not know this material because the rest of the year will build on this knowledge. For example, a student will not be able to be successful in an AP Calculus class if the student cannot do basic math, etc. Students will also want to take what they are learning and apply it to their ensemble experiences which will help them with the sight-singing, dictation, and listening portions of the AP Test.

#### Be Respectful

- ✓ Leave the learning space better than you found it.
- ✓ Use school appropriate or professional language.
- ✓ Use cell phones with permission and for educational purposes only.
- ✓ Enter the practice rooms, storage areas, and the Choir office *with permission only*.
- ✓ Use equipment (sound equipment or pianos) and write on the dry erase boards *with permission only*.

#### Be Responsible

- ✓ Be in your assigned seat with the materials needed for class when the bell rings.
- ✓ Come to class, every day, focused and prepared to be a contributing member of our team.

#### Be Safe

- ✓ Keep hands, feet, and objects to yourself.
- ✓ Dress appropriately for the class expectations.
- ✓ Dispose of all food and drink, other than water, prior to entering the room. (including gum/candy)

#### Be Connected

- ✓ Use mistakes as learning opportunities.
- ✓ Respect and honor differences.
- ✓ Allow others to listen, learn, and lead.
- ✓ Uplift, encourage, and empower others.

#### Be Aware

- ✓ Follow all teacher's directions.
- ✓ Consider how your actions affect you and others.
- ✓ Be observant of your environment.

## Materials

Students are expected to have a notebook/paper for note taking and a pencil. Staff (Manuscript) paper will be provided in the room. Students are responsible for making sure they have picked some up at all times for note taking and for assignments. Students may also turn in assignments using composing software, such as Finale Notepad, but the work must be printed out. Pens are not allowed. Students should have ear buds (earphones). We will at times go to the computer lab. Some of our work in the computer lab will require students to listen to their computer at their own pace-thus the ear buds.

## Technology

I will utilize technology as much as possible to enhance the student's learning experience. There will be multiple websites and apps that will be presented for students to drill and review the information learned in class. Students will be expected to utilize this technology outside of class.

## GRADING POLICY

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70% Summative      30% Formative

### Daily Participation Grades

Students will receive a daily participation grade. This includes participation in class discussion, class singing exercises, etc. An excused absence will be entered as an "X" in the grade book which does not help or hurt the final average. An unexcused absence will be entered as a 50 in the grade book. If your absence is changed from unexcused to excused after the grade is entered, please notify the teacher so that the grade can also be adjusted.

Student's daily participation grades generally will be assigned according to the following criteria:

- A**      Student actively and consistently participates in daily classroom activities with a *positive attitude*.
- B**      Student's active, positive participation in daily classroom activities is inconsistent.
- C**      Student does not actively or positively participate in daily classroom activities.
- F**      Student refuses to participate in daily classroom activities.

### Written Assignments & Quizzes

Students may be given written work and/or periodic quizzes (written, singing, and listening). These will be entered as formative grades. However, if there are too few tests in a given grading period, then quizzes may be changed to summative grades so the final grade will more accurately reflect a student's effort and knowledge of the material. Notification of this change will be shared with the students.

### Tests & Projects

Tests and will be given periodically. These will be entered as summative grades. Students who receive lower than an 85 will be allowed to correct their tests for a higher grade. Projects with a grade below 85 may be allowed to be "corrected" and/or redone for a higher grade.

### Extra Credit

Students can earn extra credit by writing a one-page summary (typed, single spaced, 12 point font) on a piece of music that they are/have performing/performed in their performing ensemble (must be within the current school year). The summary should include a description/analysis of the piece based on what we have discussed by that point in the year.

## Concert Attendance Policy

Each student will receive a summative grade for concert attendance. Each student is required to attend 4 live performances of classical/mainstream music (one per nine weeks). There are three categories that must be fulfilled. By the end of the year, you must attend a concert featuring:

A high school or collegiate band

A high school, collegiate, or professional/community choir

A high school, collegiate or professional/community orchestra

This leaves one concert requirement for which you may repeat one of these categories. You cannot count any concert in which you had a role, even a small role. Middle school concerts do not count. You can finish this requirement early, but you must have at least one category filled each six weeks. Failure to complete the assignment in time will result in having a zero.

The procedure for filing these concerts is to complete a one-page summary (typed, single spaced, 12 point font) of the concert and submit a copy of the program at least 3 days prior to the last day of the 9 weeks using Google Classroom. The summary should include a description of the ensemble and the program. It should also include your “review” of the performance.

## Tutoring

Tutoring will be offered on a limited basis due to my choir rehearsal responsibilities. Students should contact me to schedule a tutoring time if needed. I will attempt to schedule regular tutoring times prior to tests.

## Make-up work

Students are expected to make-up quizzes, tests, and projects when they are absent. They will need to see me at the end of class to discuss the make-up work and to schedule a time to make-up exams.

## Late work

Students are expected to turn work in on time. Because this is a spiraling curriculum, students cannot fall behind. It's all about practicing the skill of analysis, composition, and ear training. If a student does not practice this skill on a regular basis, then the student cannot be successful. I will abide by the campus late work policy.

## Google Classroom & Remind 101

All students must enroll in Google Classroom by using the code: *vmyujq*. Some assignments will be given and submitted using Google Classroom throughout the year. Downloading the Google Classroom app is highly recommended. For reminders, please text @d7544 to 81010.

## Conduct Grade

Student's conduct grades will be assigned according to the following criteria:

- E**     **Excellent** – Student is rarely addressed for inappropriate conduct.
- S**     **Satisfactory** – Student is addressed several times for inappropriate conduct. However, when the behavior is addressed, he/she quickly fixes the problem.
- I**     **Needs Improvement** – Student is addressed often for inappropriate conduct, and when the behavior is mentioned, he/she is not quick to fix the problem.
- U**     **Unsatisfactory** – Student has been referred to the office for an incident within that grading period, and/or the student is addressed often for inappropriate conduct and/or becomes belligerent and argumentative with the director.

## Teachers & Contact Information

Amanda Robison, Choir Director, is the teacher of record and will be teaching the bulk of the class. All questions can be addressed to her. In addition, Kyle Davis, Orchestra Director, will be teaching periodically focusing on score study and listening examples to better enhance the students' experience.

Amanda Robison – [Amanda.robison@humbleisd.net](mailto:Amanda.robison@humbleisd.net)

Kyle Davis – [Kyle.Davis@humbleisd.net](mailto:Kyle.Davis@humbleisd.net)

Go to [www.schschoir.org](http://www.schschoir.org) > AP Music Theory for information for this class.

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## SCOPE AND SEQUENCE

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- Sight Reading (throughout the year with increasing difficulty)
- Dictation (throughout the year with increasing difficulty)
- Score Analysis (throughout the year)

**Fall Semester** (most units are broken into and tested in smaller chunks to facilitate learning)

- Unit 1 - Scales, Keys and Key Signatures, Circle of Fifths
  - Music Notation
  - An Introduction to 20<sup>th</sup> Century Music & the role of modes, pentatonic and whole tone scales in 20<sup>th</sup> Century Music
- Unit 2 - Rhythm and Meter
- Unit 3 - Intervals
  - Triads, Seventh Chords, and their Inversions
- Unit 4 - Triads and Seventh Chords in a Diatonic Context
  - Introduction to Figured Bass (Inversion Symbols)

**Spring Semester** (most units are broken into and tested in smaller chunks to facilitate learning)

- Unit 5 - 4-Part Part Writing - Introduction and Rules
  - Voice Leading
  - Simple Counterpoint
- Unit 6 - Identification & Writing Cadences
  - Chord Function
- Unit 7 - 4-Part Part Writing - Phrases given Roman Numerals and Figured Bass
  - Secondary Function
  - Common chord modulation (brief introduction)
- Unit 8 - 2<sup>nd</sup> Inversion Triads
- Unit 9 - Harmonic Progression – Rules
  - Standard Authentic Cadences
- Unit 10 - Harmonizing a Melody
- Unit 11 - Non-chord tones
- Unit 12 - Visual Analysis
  - Forms & Textures
  - Phrases, Motives, and Periods
  - Common melodic devices
- Unit 13 - Preparing for taking the AP Music Theory Exam

## **AP MUSIC THEORY SYLLABUS ACKNOWLEDGEMENT FORM**

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I have received, read, and understood the contents of this AP Music Theory Syllabus. I intend to meet the expectations of the class so that I (my child) will be successful.

*Student's Name (Please Print)* \_\_\_\_\_

*Student Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

*Parent/Guardian's Name (Please Print)* \_\_\_\_\_

*Parent/Guardian Signature* \_\_\_\_\_ *Date* \_\_\_\_\_