

Course Syllabus

Course	Music Theory 2
Class Times	Tue & Thurs 11:15am-12:15pm (4 th Period)
Location	Studio 307
Instructor	Professor Marcus Coleman
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Course Description

This required course ranges from the most basic concepts, such as reading pitches and rhythm in the treble and bass clefs to basic knowledge of harmonic concepts and approaches. The course will focus on commonalities of selected historic and geographic literatures through the study of fundamentals, melodic and harmonic writing, and terms and symbols.

Objectives

This course is intended to equip the student with a solid understanding of notation, scales and tonality, intervals and transposition, and chords. With this foundation and grasp of terminology, the student goes on to study the musical elements of harmony, melody, rhythm, and texture on a higher level.

In addition to the study of this material, the student will also acquire the ability to write his or her own music.

Materials

- Music Paper
- Pencil
- Laptop Computer (with charger)
- 3 Ring Binder with Sheet Protectors to class every session

Textbook

Prepared Text and Scripts (provided as PDF and class portfolio)

Student Assessment and Evaluation

Students will receive both class and individual instruction, and will be given opportunity to practice individually during class.

Grades will be calculated based on the following criteria:

- 40% Unit tests
- 25% The comprehensive final exam
- 20% homework assignments count
- 10% class participation
- 5% attendance

Expectations

1. Regular, prompt attendance and preparation.
2. Completion of all assignments.
3. Take regular detailed notes

Course Outline

PART I

- 1 Music Fundamentals
- 2 Jazz Rhythm and Interpretations
- 3 Harmonic Functions
- 4 Four-Part Chords
- 5 Five-Part Chords
- 6 The II–V–I Progression
- 7 Modes
- 8 Chord-Scale Theory
- 9 The Blues
- 10 Improvisation

PART II

- 11 Jazz Lead Sheets
- 12 Keyboard Textures
- 13 Idiomatic Jazz Progressions
- 14 Voicings
- 15 Bebop
- 16 Octatonic Scales
- 17 Bebop Blues
- 18 "Confirmation"
- 19 "Moose the Mooche"

PART III

- 20 Pentatonics and Hexatonics
- 21 Phrase Models
- 22 The AABA Song Form
- 23 The ABAC Song Form
- 24 Extended and Unusual Song Forms
- 25 Jazz Reharmonization
- 26 Examples and Careers using Music Theory
- 27 Historical References and American Music Analysis
- 28 Post-Tonal Jazz

CALIFORNIA STATE STANDARDS

Advanced Music

CALIFORNIA STATE CONTENT STANDARDS: VISUAL AND PERFORMING ARTS

Grades 9-12 Advanced

Note: The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of music and subsequent to the attainment of the proficient level of achievement.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- 1.1 Read a full instrument or vocal score and describe how the elements of music are used.
- 1.2 Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2 on a scale of 1–6).

1.3 Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1–6).

Listen to, Analyze, and Describe Music

1.4 Analyze and describe significant musical events perceived and remembered in a given aural example.

1.5 Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.

1.6 Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music.

They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal or Instrumental Skills

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).

2.2 Sing music written in four parts with and without accompaniment.

2.3 Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1–6).

2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).

2.5 Perform in small instrumental ensembles with one performer for each part (level of difficulty: 5 on a scale of 1–6).

Compose, Arrange, and Improvise

2.6 Compose music in distinct styles.

2.7 Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments, using appropriate ranges and traditional and nontraditional sound sources.

2.8 Create melodic and rhythmic improvisations in a style or genre within a musical culture (e.g., gamelan, jazz, and mariachi).

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Analyze how the roles of musicians and composers have changed or remained the same throughout history.

3.2 Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).

3.3 Compare and contrast the social function of a variety of music forms in various cultures and time periods.

Diversity of Music

3.4 Perform music from a variety of cultures and historical periods.

3.5 Compare and contrast instruments from a variety of cultures and historical periods.

3.6 Compare and contrast musical styles within various popular genres in North America and South America.

3.7 Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context

3.8 Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Compare and contrast how a composer's intentions result in a work of music and how that music is used.

Derive Meaning

4.2 Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.

4.3 Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.

5.2 Analyze the process for arranging, underscoring, and composing music for film and video productions.

Careers and Career-Related Skills

5.3 Identify and explain the various factors involved in pursuing careers in music.