



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching & Learning
Parent/Student Course Information

Music Theory I
(MU 9225)
One-Half Credit, One Semester
Grades 10-12

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

This first semester of music theory places emphasis on sight-singing, simple dictation, musical forms, and the basic principles of how music is organized. The course includes a review of notation; musical terms; basic rhythms; pitch recognition; and the structure of scales, intervals and chords.

The standards for High School Music Theory integrate aspects of melody, harmony, rhythm, form, analysis, and composition. Emphasis is placed on reading and writing musical notation, developing aural skills such as listening and taking dictation, sight-singing, and using the keyboard. Students recognize, describe, and apply the basic materials and processes of music through an integrated approach, which includes aural, written, creative, and analytical components. Students address these basic concepts by listening to and analyzing a wide variety of music, including standard Western tonal music, contemporary art music, jazz, popular music, and world music.

PREREQUISITE

None

OPTIONS FOR NEXT COURSE

Music Theory II

REQUIRED STUDENT TEXTBOOK

Theory Essentials: An Integrated Approach to Harmony, Ear Training and Keyboard Skills
Second Edition, *Connie E. Mayfield*

**VIRGINIA BEACH STANDARDS AND OBJECTIVES
FOR MUSIC THEORY I**

- HMT.1 The student will demonstrate understanding of the elements of the grand staff by
1. Identifying the elements of staves and clefs; and
 2. Labeling the octaves and pitches of the grand staff.
- HMT.2 The student will demonstrate understanding of pitch locations in aural, keyboard, and notation activities by
1. Correlating the grand staff pitch locations to placements on the keyboard;
 2. Explaining the symbols for sharp, flat, and natural; and
 3. Identifying enharmonic equivalents.
- HMT.3 The student will demonstrate understanding of the components of rhythmic notation by
1. Explaining beat (pulse), rhythm, and tempo;
 2. Reading and notating rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests; groupings; beaming practices; tie vs. Slur; dot;
 3. Identifying and explaining anacrusis, syncopation, and hemiola;
 4. Performing simple rhythmic patterns, using a counting system; and
 5. Notating simple rhythmic dictation from aural examples.
- HMT.4 The student will demonstrate understanding of the components of meter by
1. Defining measure, bar line, and time signature; and
 2. Explaining meters, including simple, compound, and complex/asymmetrical.
- HMT.5 The student will demonstrate understanding of scales by
1. Defining interval as the distance between two pitches;
 2. Explaining the interval of a half step (m2) and a whole step (M2);
 3. Explaining tetrachord patterns;
 4. Explaining major, minor, and chromatic scales;
 5. Notating ascending and descending major, minor, and chromatic scales, using key signatures and accidentals;
 6. Performing major, minor, and chromatic scales, using the voice and keyboard; and
 7. Differentiating scale patterns from aural examples.
- HMT.6 The student will demonstrate understanding of key signatures by
1. Defining key signature;
 2. Identifying the order of sharps and flats in key signatures;
 3. Explaining the circle of fifths;
 4. Explaining relative and parallel major-minor key relationships; and
 5. Writing major and minor key signatures in treble and bass clefs.
- HMT.7 The student will demonstrate understanding of diatonic and chromatic intervals by
1. Explaining and notating intervals by size and quality (M, m, P, d, A), including inversions;
 2. Defining consonance and dissonance;
 3. Identifying and explaining harmonic and melodic intervals;
 4. Identifying and explaining simple and compound intervals;
 5. Identifying aural examples of simple intervals; and
 6. Performing simple intervals.
- HMT.8 The student will identify diatonic scale degrees by

1. Relating the names of the scale degrees (tonic, supertonic, mediant, subdominant, dominant, submediant, leading tone, subtonic) to their positions in the diatonic scale;
2. Using upper-case and lower-case Roman numerals and chord abbreviations to designate triad quality (M, m, d, A) and scale degree; and
3. Identifying I, IV, and V chords as primary chords.

HMT.9 The student will demonstrate understanding of triadic structure by

1. Identifying root, third, and fifth of a chord;
2. Defining tertian harmony;
3. Explaining triads by quality (M, m, d, A);
4. Comparing and contrasting the qualities of chords in major and minor keys;
5. Explaining and notating root-position, first-inversion, and second-inversion triads;
6. Explaining the figured bass system for triads;
7. Explaining lead sheet symbols;
8. Analyzing chord progressions from classical and popular musical scores; and
9. Recognizing and explaining types and uses of non-chord tones.

HMT.10 The student will demonstrate aural skills by

1. Singing a simple melody at sight;
2. Singing simple rhythmic patterns in all meters;
3. Notating simple melodies and rhythms from aural examples; and
4. Notating simple diatonic harmonies and cadences from aural examples.

HMT.11 The student will identify and define common music symbols and terminology, including those for dynamics, form, tempo, texture, and melody.

HMT.12 The student will apply the theory concepts studied by

1. Composing a two-phrase diatonic melody;
2. Setting a text to an original melody;
3. Harmonizing a melody;
4. Following the general rules of voice leading and tendency tones;
5. Arranging existing musical material; and
6. Using contemporary technology, including notational, theory, and aural skills programs.

HMT.13 The student will demonstrate understanding of the principles of acoustics and the overtone series by relating pitch to frequency of sound waves, amplitude to volume, and timbre to tone quality.

Dr. Aaron C. Spence, Superintendent
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For further information please call (757) 263-1070.

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