

DOCUMENT RESUME

ED 096 206

SO 007 738

AUTHOR Blum, Jesse
TITLE Theory I: A Comprehensive Approach to Theory Through Ear Training, Music: 5636.18.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 72
NOTE 14p.; An Authorized Course of Instruction for the Quinmester Program
EDRS PRICE MF-\$0.75 HC-\$1.50 PLUS POSTAGE
DESCRIPTORS *Auditory Training; Course Content; Course Objectives; Curriculum Guides; Instructional Materials; Music; *Music Education; *Music Reading; *Music Theory; Secondary Grades; *Teaching Techniques; Vocal Music
IDENTIFIERS *Quinmester Program

ABSTRACT

This Quinmester, 9-week course of study, is an aural approach to theory through sight singing and dictation techniques employing the moveable "Do" and number systems, interspersed with an outline approach to general music history. It is designed for students acquainted with staff notation and exposed to keyboard or to instrumental or choral training, but who have had little or no theory. The guide lists objectives in musicianship and performance; procedures and materials; a syllabus with learning activities; resources for students and teachers; syllable and number sheets for student exercises and assessment criteria. Assessment is based on the student's increased confidence in his skills, gained through constant, active participation in group response. (JH)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED 096206

BEST COPY AVAILABLE

AUTHORIZED COURSE OF INSTRUCTION FOR THE **QUINMESTER PROGRAM**

THEORY I:
A COMPREHENSIVE APPROACH TO THEORY THROUGH EAR TRAINING -
FIRST QUINMESTER

MUSIC

5636.18

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

58 007 738

BEST COPY AVAILABLE

THEORY I: A COMPREHENSIVE APPROACH TO THEORY
THROUGH EAR TRAINING - FIRST QUINMESTER
COURSE NUMBER: 5636.18

Written by Jesse Blum

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1972

BEST COPY AVAILABLE

DADE COUNTY SCHOOL BOARD

Mr. G. Holmes Braddock, Chairman
Mr. William Turner, Vice Chairman
Mrs. Ethel Beckham
Mrs. Phyllis Miller
Doctor Ben Sheppard
Mr. Alfredo Duran

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board
Miami, Florida 33132

I. COURSE TITLE:

Theory I: A Comprehensive Approach To Theory Through Ear Training, -
First Quirmester

II. COURSE NUMBER

5036.18

III. COURSE DESCRIPTION

An aural approach to theory through sight singing and dictation techniques employing the moveable "Do" and number systems; interspersed with an outline approach to general music history. The methods of teaching will employ keyboards (piano, electronic keyboards, marimba and glockenspiel), keyboard facsimiles, wind instruments, recordings, tapes, historical charts, and field trips (to concerts, opera, music clinics).

IV. COURSE ENROLLMENT GUIDELINES

Designed for the student who is acquainted with staff notation and has been exposed to keyboard, or to instrumental or choral training, but who has had little or no theory.

V. COURSE OF STUDY OBJECTIVES

A. Musicianship

1. The pupils will select the title of any familiar melody and from a list provided.
2. The pupils will identify the performing medium by ear from the following choices: violin, clarinet, piano, trumpet,

BEST COPY AVAILABLE

flute, cello, trombone, recorder, oboe, saxophone, French Horn, English Horn, and bassoon.

3. The pupil will determine by ear whether an example is in major or minor.
4. Given a staff containing a clef sign, meter signature, bar lines and the initial note, the pupil will complete the notation for pitch and duration from melodic dictation.
5. Given a staff notated example, the pupil will indicate any pitch discrepancies in an example heard.
6. Given a staff notated example, the pupil will indicate any rhythmic discrepancies in an example heard.
7. Given several examples of staff notation, the pupil will select the one matching an example heard.
8. The pupil will learn the three musical vocabularies:
 - a. letter-notation
 - b. numbers - harmonic intervals
 - c. solfeggio
9. The pupil will analyze rhythms in the most frequently used meters: $4/4$, $2/4$, $3/4$, $6/8$, $2/2$.
10. The pupil will identify intervals aurally and visually. The pupil will identify dynamic markings, symbols, and terms.
11. After hearing a melody performed, the pupil will select from a group provided the proper sequence of letters to describe the form of the melody.

12. Given a familiar melody in staff-notation, the pupil will select the title from a list provided.
13. Pupils will be able to construct a scale starting on any note of the scale, with understanding of its component tetrachords. This will involve a familiarity with key signatures.
14. Pupils will have a general picture of music history from its beginnings through the Classical Period.

B. Performance

1. Pupils will sing at sight (with syllables, numbers or neutral "la") musical examples in Books I and II of the Folk Song Sight Singing Series, Oxford University Press.
2. Pupils will sing, write and take dictation in major and all forms of the minor scales.
3. Pupils will sing I, IV, V triads in any key employing syllables and numbers.
4. Pupils will notate on a staff that which they hear aurally.
5. Pupils will demonstrate achievement on the suggested assessment forms.

VI. COURSE CONTENT

A. Procedures and Materials

1. Review and/or introduction of clef notation other than that studied by student instrumentalist or vocalist.
2. Selective sight singing, dictation and historical booklets,

BEST COPY AVAILABLE

mimeo forms and chart: (attached).

3. Teaching suggestions for particular objectives and skills are attached.

B. Content

1. Use of syllables and numbers becomes practically automatic.
2. Mastery of Sight Singing Book I and II.
3. Gain understanding of whole and half step intervals as related to scale structure and intonation.
4. Mastery of all tetrachord forms leading to major and minor scale structure.
5. Materials for daily tonal dictation.
6. Materials for daily rhythmic dictation.
7. Simple music history outlines.

VII. COURSE PROCEDURE AND SUGGESTED LEARNING ACTIVITIES

Procedure suggested here may be varied at the discretion of the instructor to fit the needs of the group.

A. First Week

1. Seminar discussion and demonstration of concepts, activities, and materials to be embodied in the course.
2. Set up folders for each student containing skill booklets, manuscript paper, etc.
3. Distribution and explanation of:
 - a. sequential sheets
 - b. number sheets
 - c. folders for daily storage

- d. Folk Song Sight Singing Series, Book I
4. Exploration of various keyboards by those unfamiliar with same.
5. Introduction of simple dictation using voice or piano.

B. Second Week

Adhere to an over-all daily plan encompassing a variety of the suggested activities. It is not necessary to take them in the same order on successive days. Keep the approach comprehensive in nature and geared to musicality at all times. Daily drill is essential and can be interesting and fun.

1. Activities

- a. Daily group-singing of sequential number drills one, two, three or four, working towards memorization of all four. Call attention to the relationship of sequential number four to future triadic chord structure.
- b. Sing a column of exercises on the number-sheet daily and immediately repeat each drill in syllables. Begin this as soon as the sequentials are comfortably automatic.
- c. Introduce a short segment of music history relative to Gregorian Chant.
- d. Demonstrate and have group write clefs, proper placement of notes, and all other details of legible staff notation.
- e. Dictate a few exercises from the sequentials, demonstrating that pupils can write what they can sing and hear with practice and drill.

BEST COPY AVAILABLE

- f. Discussions of recommended music programs on radio and TV and planned field trips should be limited to 5 or 10 minutes.

g. Third Week

1. Suggested Sample Daily Lesson Plan

- a. Review (always review on Monday) sequential one, two, three and/or four.
- b. Dictate first few exercises in sequentials one and two.
- c. Sing column on number sheet, repeating each exercise in syllables.
- d. A short lecture or discussion of music history. (No notes are to be taken. This must not be another history class of memorization. Emphasize its relationship to contemporary music.) A time chart music outline will be given to them to be kept in folder for reference.
- e. Read with syllables from Folk Song Sight Singing Series, Book I.

Note: Other than the encouraging of the memorization of the sequentials, there is no need for homework.

2. Fourth through Eighth Week

The rate of progress during the balance of this semester will depend upon the composition of the class, which, hopefully, will number 15 to 20 pupils.

1. Continue to review the sequentials.
2. Include a daily number and syllable drill.
3. Expand ability to take dictation, always being sure that

the material dictated is within the abilities of the pupils.

4. Complete Folk Song Sight Singing Series Book I.
5. Mini-lectures on music history with illustrative recordings will cover:
 - a. Renaissance
 - b. Baroque
 - c. Rococo
 - d. Classical

VIII. RESOURCES FOR STUDENTS

- A. Folk Song Sight Singing Series, Book I, II, Oxford University Press
- B. Music Manuscript Paper and/or Booklets
- C. Privately owned instruments or school owned instruments.
- D. Keyboard instruments
- E. Recordings related to music history
- F. Field trips: Concerts, Operas, Lectures, Clinics.
- G. Periodicals and fine art section of daily paper.

IX. RESOURCES FOR TEACHERS

- A. Folk Song Sight Singing Series I - X, Oxford University Press.
- B. 101 Rhythmic Patterns. Yaus, Belwin Publishing Co.
- C. Keyboard Harmony. Modena Scovill, Carl Fischer.
- D. Music in the Medieval World. Seay, Prentice-Hall.
- E. Baroque Music. Malisca, Prentice-Hall.
- F. Elementary Harmony (2nd edition). R. W. Attman, Prentice-Hall.

G. Judgments of Music. Ottman & Mainous, Prentice-Hall.

X. ASSESSMENT

The course provides an opportunity for a lively motivational approach with almost constant active participation by the group. Consequently there are opportunities for daily and weekly self-assessments led by the teacher. The individual pupil gathers strength and confidence from his fellow pupils and most of his demonstrations of skill will be in group response. The written work which grows out of the aural activities can be assessed weekly informally. The formal restrictive approach tends to "freeze" so many students. Dictation of tonal and rhythmic patterns, singing of dictated material, and of intervals can be frequently assessed. The best indication of a positive assessment is in the pupil's increased confidence in his skill.

- A. Weekly checks on melodic recognition and recognition of melodic line discrepancies.
- B. Opportunities for recognition of the performing medium every time a record is used in class.
- C. Recognition of major and minor triads aurally and from a score.
- D. Sing by letters, numbers, and solfeggio any of the exercises covered in Folk Song Sight Singing Series, Book I.
- E. Written tests on musical symbols, rhythmic material and music dictation material covered during the semester.
- F. Pupils will write a self-evaluation summarizing what each believes he has learned or what skills he has strengthened.

BEST COPY AVAILABLE

| | | | | | |
|----------|----------|---------|-----------|---------|----------|
| A | 54311 | 1531321 | 581113 | 10171 | 5171 |
| 1358 | 354351 | 1535323 | 581113 | | 513171 |
| 8531 | | | 581113 | | 5171 |
| 85358 | B | I | 581113 | 1343 | 5835171 |
| 85311 | 56711 | 2151 | | 5831 | |
| 1353531 | 567113 | 2171 | M | 1343 | 1371 |
| 8535351 | 56713 | 3171 | 13011 | 1343143 | 13271 |
| 8553318 | 567815 | 3151 | 31217121 | 143171 | 153271 |
| 358535 | 56785 | 35171 | 12353171 | 143121 | 1271358 |
| 3135358 | 581678 | 35151 | 1517121 | 153143 | 31271 |
| 3585851 | 535678 | 3835171 | 35383171 | 1435828 | 351271 |
| | 5678531 | 3855571 | 582878 | | 351271 |
| B | | 355171 | 5832878 | R | 3551271 |
| 58531 | F | 358171 | 15121571 | 834321 | 3151271 |
| 531358 | 5678835 | | 3123171 | 85343 | |
| 5353131 | 5678538 | J | | 8535343 | V |
| 5858531 | 8385678 | 53151 | N | 835343 | 531271 |
| 5158531 | 5135678 | 53171 | 3582858 | 834321 | 5271 |
| 5351531 | 5135678 | 5171 | 35832878 | 512343 | 51271 |
| 51535158 | 58765 | 513151 | 5157121 | 5143 | 581271 |
| 5113358 | 538765 | 513171 | 571215828 | 57131 | 583271 |
| | 518765 | 52171 | 5878 | 57143 | 127135 |
| C | 5876531 | 538171 | 811 | 5121217 | 127151 |
| 12358 | 876531 | 517181 | 8171 | 512543 | 327131 |
| 1231358 | 876535 | 57135 | 5323171 | | 3271513 |
| 12312 | 876538 | 58135 | 5312351 | | |
| 12353 | | 57123 | | | |
| 12351 | G | 571 | | | |
| 1235358 | 151 | | O | 58543 | W |
| 132135 | 171 | K | 13565 | 5878343 | 123 |
| 13251 | 135151 | 32321 | 1565 | 514321 | 1243 |
| 1325321 | 13171 | 31231 | 16531 | 534323 | 124321 |
| 15211 | 132151 | 32351 | 1654321 | 57143 | 1713243 |
| 18511 | 132171 | 32353 | 1658 | 538343 | 1324321 |
| | 1323151 | 3212323 | 3565 | 1431 | 15123243 |
| D | 1323171 | 32358 | 38565 | 16531 | 18171243 |
| 35345 | 13551 | 32358 | 31545 | 1343565 | 31243 |
| 34531 | 13571 | 358323 | 3165 | 143165 | 32431 |
| 3451 | | 3132358 | 3511111 | 8343565 | 32435 |
| 34515 | H | 3132383 | | 514305 | 3243171 |
| 34513 | 15432171 | 3132351 | P | 5714365 | 3171243 |
| 34511 | 1358171 | 312158 | 505 | 585658 | 5217 |
| 34581 | 15171 | | 58511 | 585111 | 524358 |
| 34582 | 15171 | | 535 | 585111 | 524351 |
| 34583 | 13171 | | 56571 | | 524351 |
| 34584 | 1271 | | 56511 | | 51243 |
| 31345 | 1271 | | 565 | | 521271 |
| 35345 | 135323 | | 5871115 | | |
| 35345 | 1358323 | | 3565321 | | |
| 345113 | 1532358 | | 3585323 | | |
| 345113 | 1538321 | | 1653121 | | |
| 36511 | | | | | |



| | | | |
|----------|---------|----------|----------|
| 1342320 | 1342320 | 35543 | 51544321 |
| 145421 | 145421 | 84321 | 354321 |
| 1714350 | 1714350 | 18121 | 5545321 |
| 121421 | | 821 | |
| 171421 | | 32321 | |
| 151421 | | 82171 | |
| 131421 | | 1821 | |
| 3123421 | | 321 | |
| 3123423 | | 321 | |
| 3143421 | | 51321 | |
| 3143423 | | 38121 | |
| 3513421 | | 31821 | |
| 35514323 | | 35821 | |
| 5342171 | | 53821 | |
| 5143421 | | 82821 | |
| 5835421 | | 83821 | |
| 5142321 | | 82171 | |
| 853421 | | 82151 | |
| 853421 | | | |
| 835423 | | LF | |
| 83542321 | | 85828 | |
| | | 8528 | |
| Y | | 86528 | |
| 13565 | | 15321 | |
| 13564321 | | 1521 | |
| 135643 | | 5121 | |
| 16531 | | 521 | |
| 16431 | | 15251 | |
| 164321 | | 85258 | |
| 3565 | | 35251 | |
| 35643 | | 35258 | |
| 31653 | | 8258 | |
| 31543 | | 3258 | |
| 351653 | | 1251 | |
| 351643 | | 3251 | |
| | | 531251 | |
| Z | | 51251 | |
| 56541 | | 53251 | |
| 56421 | | 5658258 | |
| 51653 | | 5651251 | |
| 5164321 | | 8535523 | |
| 51643 | | 3254358 | |
| 5643 | | 1356523 | |
| 585643 | | | |
| 5564321 | | MF | |
| 835643 | | 153431 | |
| 51653 | | 15431 | |
| 81643 | | 17654321 | |
| 82765643 | | 165431 | |