Course Syllabus

Instructor: Jeremy Haupt
E-mail: jeremy.haupt@ops.org
Office Phone Number: 402-332-8704
Plan Periods: A1 & B2
Office Hours: Wednesdays and Thursdays, 330-5p
Classroom: Room 125

Course Description

AP Music Theory & Honors Music Theory are both designed to study the inner-workings of music: what makes music sound the way it does; how composers manipulate harmony, rhythm, and melody to influence listeners’ emotions; how to compose such music. Both classes will be learning the same material; students in AP Music Theory will take the AP Music Theory test at the end of the second semester, whereas students in Honors Music Theory will not.

There are three aspects to the Music Theory class:
- **Fundamentals**: we will study the basic building blocks of music: rhythm, pitch (in treble and bass clefs), scales, key signatures, triads, seventh chords, instrumentation, form;
- **Ear Training**: we develop our ears through listening and singing with such exercises as sightsinging, rhythmic dictation, melodic dictation, and harmonic dictation;
- **Composition**: we will study how composers manipulated harmony and melody, as well as learn how to compose four-part harmony, 18-Century counterpoint, and figured bass.

Instructional Philosophy

We strive to create a positive environment of respect, accountability, and creativity. All levels of musician should feel comfortable to learn and grow at their own pace, using the resources provided, including the services of Mr. Haupt and more experienced musicians. Such an experience can only be achieved through relaxation, focus, self-improvement, and cooperation. Students are encouraged to assist those around them in order to ensure a successful learning process. Where it is Mr. Haupt’s job to provide the information required to be successful in this course and on the AP Test, it is your job to reach a level of understanding of the material through consistent study and practice.

Content Standards

- **Standard 1 - Performance**
  - Singing, alone, and with others, a varied repertoire of music. (National Standard 1)
    - Sings music representing a variety of genres, historical periods, cultures, and foreign languages with appropriate interpretation, including tone, diction, and appropriate cultural considerations.
  - Performing on instruments, alone and with others, a varied repertoire of music. (National Standard 2)
- Uses keyboards, strings, woodwinds, brass, and/or percussion instruments to play scales, chord progressions, and other exercises

**Standard 2 – Literacy & Application**
- Composing and arranging music within specified guidelines. (National Standard 4)
  - Composes and/or arranges an original melody and/or harmonic accompaniment within specified guidelines
  - Uses technology sources when composing and arranging
- Reading and Notating music. (National Standard 5)
  - Identifies, defines, and performs standard notation, music symbols and terms (tempo, articulation, dynamics, music symbols, etc.)
  - Sings at sight single part rhythms, unison melodies, two part songs, and/or four part chorales alone or in groups.
  - Uses technology to read, notate, and record musical ideas

**Standard 3 – Cultural Connections**
- Evaluating music and musical performances. (National Standard 7)
  - Identifies and develops selected criteria for evaluating the quality and effectiveness of musical performances (tone, balance, intonation, technique, stage presence, musical effect, interpretation, and performance practice)
  - Evaluates the quality and effectiveness of their own and others’ performances using select criteria with appropriate music terminology and effective language use.
- Understanding relationships between music, the other arts, and disciplines outside the arts. (National Standard 8)
  - Compares and contrasts characteristics of two or more arts and non-arts disciplines
  - Identifies ways in which the other fine arts (theater, dance, visual arts) and non-arts disciplines are interrelated with music
- Understanding music in relation to history and culture. (National Standard 9)
  - Identifies and performs representative examples of music of various genres and styles and describes how they relate to historical and/or cultural events
  - Identifies uses of music in life and the characteristics that make the music suitable for those events

**Course Expectations**
Students are expected to **attend and participate in all lessons**. Each lesson will include homework (graded for completion as formative with no weight), a quiz (graded as formative with weight of 2), and a test (graded as summative with a weight of 3). Students will be expected to spend much time at home studying and practicing the material. The lessons will be scheduled as such (subject to change):
• **Unit 1**: Rhythm  
  - 8/20-22: Rhythms  
  - 8/26-30: Time signatures; rhythmic dictation  
  - 9/4: Test  

• **Unit 2**: Instrumentation  
  - 9/10: Instrument families  
  - 9/12: Timbre  
  - 9/16: Test  

• **Unit 3**: Pitch  
  - 9/23-25: Clefs; pitch identification  
  - 9/27-10/3: Intervals; interval identification  
  - 10/7: Test  

• **Unit 4**: Tonality  
  - 10/9-21: Chromatic scale; major and minor scales  
  - 10/22-24: Pentatonic scale; modes; scale identification  
  - 10/28-11/1: Key signatures; sightsinging; melodic analysis; melodic dictation  
  - 11/5: Test  

• **Unit 5**: Triads  
  - 11/11-13: Root position triads; scale context  
  - 11/13: Triads in harmonic context  
  - 11/15-21: Inversions; triad identification  
  - 11/25: Test  

• **Unit 6**: Seventh Chords  
  - 12/2-4: Root position seventh chords; scale context  
  - 12/6: Seventh chords in harmonic context  
  - 12/10-12: Tendency tones and resolutions  
  - 12/16: Test  

• **12/20**: Semester final  

• **Unit 7**: Form  
  - 1/8-10: Harmonic phrasing; cadence; harmonic analysis  
  - 1/14-16: Song forms; harmonic dictation  
  - 1/21: Test  

• **Unit 8**: Texture  
  - 1/27-31: Texture  
  - 2/4: Test  

• **Unit 9**: Four-part Compositions  
  - 2/10: Voicing rules  
  - 2/12-27: Composition  
  - 2/31-3/4: Ornamentation; suspensions  
  - 3/6: Test
• **Unit 10**: Figured Bass
  - 3/17-27: Figured Bass
  - 3/31: Test

• **Unit 11**: 18th Century Counterpoint
  - 4/6-9: Species counterpoint
  - 4/14-16: Ornamentation
  - 4/20: Test

• **4/30**: Semester Final

### Class Rules and Expectations

- To achieve a spirit of **cooperation, focus, and respect**, students and instructors should ...
  - ...strive to maintain all **rehearsal concepts** (found at the back of this syllabus);
  - ...strive to behave within all points of **rehearsal etiquette** (found at the back of this syllabus);
  - ...strive to maintain **energy level and focus** needed for the **rehearsal level** required (found at the back of this syllabus);
  - ...be in their seats with their **tables and supplies out and ready for use** within five minutes of the start bell;
    - Students who are tardy within the first ten minutes of class will be marked tardy;
    - Six tardies will result in a lunch detention;
    - Eight tardies will result in a Late School;
    - Ten tardies will result in an office referral;
    - Students who are tardy beyond the first ten minutes will be marked absent and will receive a an office referral;
  - ...keep all distracting items out of sight, including **homework, books, cell phones**, and other similar materials;
  - ...**participate in lesson discussions and in-class work**;
  - ...participate in **preparing the rehearsal room** for the next period, including **stacking chairs and stands** neatly on their racks, **securing instruments** and music in lockers and music shelves provided, and **cleaning** any trash;
  - ...remain in the classroom until Mr. Haupt dismisses them;
  - ...

- All students are allowed **three (3) 15-minute bathroom breaks per quarter**, to be recorded on the blue hall-pass. Once the three breaks are used or the 15-minute time limit is violated, the student will **not have access to the bathroom breaks** until the start of the next quarter;

- Passes to see other teachers or to leave the school must be **delivered to Mr. Haupt prior to the start of rehearsal**, and such visits will be **subject to rehearsal schedule and needs**;

- **Only water** is allowed for students in the rehearsal room. **No other food or drink** will be allowed into the rehearsal room by students at any time.
Texts

- www.gmajormusictheory.org/
- www.musictheory.net
- www.musictheoryexamples.com
- www.music.vt.edu/musicdictionary/
- www.wmich.edu/mus-theo/etg

Assessment

- **Each class period will be graded** (formative). Students will be graded according to execution of the expectations laid out in the *rehearsal concepts, etiquette, and levels* section of this syllabus. Grades will be recorded according to the *rubric attached*.
- **Quizzes will occur frequently** (formative with an added weight of x2).
- **Tests** will be held at the end of each lesson unit (summative with an added weight xof 3)
- **Written finals will occur at the end of each semester** (summative with an added weight of x4). These finals will cover everything learned up to that point in the year, including musical terms and symbols, rhythms, marching techniques, drill setting, and more.

**OPS Secondary Grading Practices***

All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.).

There are three types of coursework*

- **Practice**: Assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses in discussion or in written form, a valid sampling of ability on performance repertoire, technique exercises, etc.). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not part of the grade. Teachers may keep track of practice work to check for completion, and students could also track their practice work. Practice work is at the student’s instructional level and may only include “Basic” (level 2) questions.
• **Formative (35% of grade):** Assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (playing tests, pop-quizzes both written and performed). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the students’ instructional levels or at the level of the content standard. Formative assessments/assignments will have all levels of learning: Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4) grade. Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students’ scores on assessment that was redone will be their final score.

• **Summative (65% of the final grade):** Assessments/assignments are major end-of-learning unit tests, projects, and performances used to determine mastery of content or skill. Summative assignments are graded on accuracy. Summative assignments assess the students’ progress on grade level standards and may not be written at the students’ instructional levels. Summative assessments/assignments will have all levels of learning: Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4) grade.

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment, entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework. At the end of the grading period, scores are converted to a letter grade using the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>0.00 – 1.00</th>
<th>1.01 – 1.75</th>
<th>1.76 – 2.50</th>
<th>2.51 – 3.25</th>
<th>3.26 – 4.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>F</td>
<td>D</td>
<td>C</td>
<td>B</td>
<td>A</td>
</tr>
</tbody>
</table>

**Redoing/Revising Student Coursework***

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing and revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking, or revising will be done at teacher discretion in consultation with the students and parents/guardian. Teachers may schedule students before, during, and after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking, or revising will be done at the teacher’s discretion in consultation with the student and parents/guardian.

*Indicates standardized language

Revised July 2013