**AP Music Theory**

Grades 11-12

Full year course

**Prerequisites**

Successful completion of Honors Music Theory

**Objectives**

* Students will be able to perform melodic and harmonic analysis and composition/arranging with chromatic chords and pitches
* Students will understand and recognize style characteristics of music from the three periods of the Common Practice Era as well as certain forms of modern pop music
* Students will be able to aurally recognize, imitate, and notate intervals, scales, melody, and harmony using solfege

**Course Description**

Like the Honors Music Theory course, AP Music Theory was taught as a combination of teacher-centered and student-centered learning. New concepts were first taught through lecture and repetition by means of classwork and homework. Unlike the Honors course however, in which the compositions were a bit “freestyle,” with students using simple constructs such as chords and melodic devices to compose in the genre/style of their choosing, composition assignments in the AP course were much more regimented, with students composing in specific Common Practice Era forms and styles, such as inventions, rondos, and waltzes.

Students moved beyond simple ear training with diatonic intervals, scales, and melody, to begin working with chromatic pitches and harmonic dictation. Like in the Honors course, this was typically worked on as a class and tested individually and privately.

Style characteristics of music from the Common Practice Era would be revisited as well, but with a much more in depth approach than in the Honors course. Students studied form and performed in depth melodic and harmonic analysis on various pieces of music from the Baroque, Classical, and Romantic eras.

Beyond all of this, students also spent a great deal of time working through AP review questions, obtained from the CollegeBoard site as well as the Barron’s review book. These were given as homework and included on exams.

Assessments for this course included exams, compositions (with rubrics outlining expectations for both the final copy of the composition as well as the students’ performance of said composition, when applicable), weekly quizzes, classwork, and homework.

**Technology Integration**

* Finale (for creating a clean, readable copy of their compositions)
* ProTools (for recording performances of student compositions)