Unit 1- Music Fundamentals I: Major Keys, Meter, Tempo & Dynamics

Content Area: **Music**
Course(s): **AP Music Theory**
Time Period: **September**
Length: **4 weeks (9-10 class blocks)**
Status: **Published**

Transfer

Introduction to Music Fundamentals

Enduring Understandings

Introduction to Music Fundamentals is designed to help students develop a foundational understanding of pitch and rhythm and introduce them to the basics of major scales and keys, meter, tempo, and dynamics. Students build skills working with materials, processes, and relationships based on the tradition known as Western music. They establish the essential learning routines of listening to and notating music, reading and analyzing scores, singing from scores, and composing. These activities are complimentary: Students achieve musical understanding by experiencing musical concepts in a variety of contexts and applying and extending their learning to discover connections across the diversity of musical expression.

- Pitches, or frequencies of sound, are the building blocks of Music. Pitches can be presented successively and simultaneously in myriad ways, providing a basis for musical expression across a broad spectrum of genres, media, and styles.
- Individual pitches can be deliberately sequenced through time as a single, recognizable line to produce an expressive musical statement known as a *melody*.
- Music exists in the dimension of time, where long and short sounds and silences can be combined in myriad ways. This temporal aspect, called rhythm, is often governed by a layered structure of interrelated pulses known as meter.
- Expressive elements—The variety of expressive elements extending beyond pitch, rhythm, form, texture, and timbre affects how music sounds, offering opportunities for individual interpretation. Expressive elements include dynamics, articulation, and tempo.

Essential Questions

How are elements of pitch and rhythm combined to produce melody?

How are specific frequencies of sound described in music?

How is the duration of sounds and silences described in music?

What determines the number of beats per measure and the note value of one beat?

How does music offer opportunities for individual interpretation?

How do performers interpret written notation to facilitate the stylistic intent of the composer?

Content

VOCABULARY:

Interval

Pentatonic Scale

Whole Tone Scale

Melodic Minor

Harmonic Minor

Natural Minor

Accelerando

Half Step

Ritardando

Largo

Andante

Moderato

Vivace

Whole Step

Allegro

Presto

Molto

Rubato

ritenuto

sfz

subito

piano

mezzo piano

pianissimo

mezzo forte

forte

fortissimo

crescendo

decrescendo

Learning Objectives

LEARNING OBJECTIVES - Students will be able to:

- Identify and notate major keys and key signatures in notated music. Use symbols and terms to describe features of pitch in notated and performed music, including pitch patterns and relationships, melodic features, chords, harmonic progressions, and cadences. (This skill is applied in identification and definition exercises that typically accompany the introduction of new concepts.)
- Identify pitches on the staff, using treble, bass, and C clefs, in notated and performed music. Apply knowledge of musical symbols and terms to sing the pitches and rhythms of a notated melody (melody may be in treble or bass clef, in a major or minor key, or in simple or compound meter, and it may include chromatically altered pitches).
- Identify pitch discrepancies between notated and performed music in one or two voices. Apply knowledge of musical symbols and terms to detect discrepancies in pitch and rhythm when comparing notated and performed music in one or two voices.
- Use symbols and terms to describe features of rhythm in performed music, including meter, note values, and rhythmic patterns and devices.
- Use symbols and terms to describe features of pitch in performed and notated music, including pitch patterns and relationships, melodic features, chords, harmonic progressions, and cadences
- Use symbols and terms to describe features of rhythm in performed and notated music, including meter, note values, and rhythmic patterns and devices
- Use terms and symbols to describe aspects of musical design in performed and notated music, including texture, timbre, and instrumentation, and expressive elements, including dynamics, articulation, and tempo
- Identify the rhythmic values of notes and rests in notated and performed music. Apply knowledge of musical symbols and terms to sing the pitches and rhythms of a notated melody (melody may be in treble or bass clef, in a major or minor key, or in simple or compound meter, and it may include chromatically altered pitches
- Identify the function of a pitch relative to a tonic and its scale, using scale degree names and/or

numbers, in notated or performed music. Sight-sing the pitches and rhythms of a melody that is notated in treble or bass clef
- Notate the pitches and rhythms of a performed melody [melodic dictation]
- Notate the rhythms from a performed musical example [rhythmic dictation]
- Clap or tap rhythm patterns in various simpe and compound meters

Resources

Textbooks:

Tonal Harmony Kostka, Payne, Almen Seventh Edition McGraw Hill

Ottman, Robert W., and Nancy Rogers. Music for Sight Singing. Upper Saddle River, NJ: Pearson

AP Music Theory Worksheets - Key Signatures

Online resources:

Teoria.com

MusicTheory.net

YouTube tutorial

As per the College Board:

AP Music Theory classroom includes a piano or electronic keyboard and sound reproduction equipment. Please note that music played on a computer may not enable students to hear the bass, so such sound reproduction may not be ideal for this course. For recording, students can use iPads, computers, or handheld digital recorders. Chromebooks can be used during the course and may be used on the exam if permission is granted by the College Board by March 1.