

Georgia Performance Standards

Fine Arts

Music Theory Introduction

As architects must study design, and physicians must grasp physiological and anatomical concepts, so must performers, conductors, and composers of music be well versed in the mathematics and science of music commonly referred to as music theory. It is the analysis, composition, structure and design of the elements of music that comprise its objective being, allowing it to unleash its other more subjective, affective power.

The Georgia Performance Standards for music theory will serve as a framework for teachers to follow, providing a guided, complete set of learning objectives. It is hoped that achievement of these standards by music theory students will result in a thorough, practical base of knowledge of the more measurable, concrete elements of music composition. Furthermore, mastery of this material should result in more musical performances based on the students' enhanced level of understanding of the overall structure and design of the music.

GRADES 9 - 12

BEGINNING MUSIC THEORY

A. Skills and Techniques/Performance

MHSBMTh.1 – Singing, alone and with others, a varied repertoire of music

- a. Sight-sing diatonic melodies, with minimum characteristics such as, stepwise melodies, both ascending and descending, melodies with diatonic skips, minor 3rd through tri-tone first (if possible), and melodies with diatonic skips, tri-tone through octave (if possible).

MHSBMTh.2 – Performing on instruments, alone and with others, a varied repertoire of music

- a. Identify notes on the keyboard.
- b. Relate pitches on a keyboard to notation on the staff in their native clef.
- c. Play diatonic melodies on the keyboard where possible, or on another instrument.

MHSBMTh.3 – Reading and notating music

- a. Demonstrate an understanding of rhythmic terms such as, time signature/meter (simple, compound, duple, triple), measure (bar line, double bar line).
- b. Choose which rhythm has been performed from an array of choices (Examples will be in simple meter, up to and including three part beat division).
- c. Perform rhythmically by tapping the foot with a steady pulse representing the basic metrical unit while clapping and speaking the given rhythm.

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[Spoken syllables may be neutral, or syllables adopted by the instructor (i.e. 1-e-&-u, Eastman system, etc.)]

- d. Notate rhythms in simple meter using rhythmic values up to and including sixteenth notes and rests.
- e. Identify pitches in treble and bass clefs, including notes utilizing ledger lines.
- f. Identify major key signatures.
- g. Identify half, and whole-step pitches and enharmonic pitches.
- h. Identify major/minor, and perfect intervals.
- i. Identify the whole and half steps that comprise a major scale.
- j. Identify major scales, using both key signatures and accidentals.
- k. Identify and describe chromatic scales.
- l. Identify chords including major triads and minor triads.
- m. Aurally identify all intervals (half steps, whole steps, enharmonic pitches, major/minor and perfect intervals), identify major scales by knowing the whole and half step sequence and by using both key signatures and accidentals, identify and describe the chromatic scale, and identify chords (major and minor triads).

B. Creation

MHSBMTh.4 – Improvising rhythms and melodies

- a. Improvise short rhythmic lines.
- b. Improvise short melodic lines which incorporate scalar and chordal motives.

MHSBMTh.5 – Composing and arranging music within specified guidelines

- a. Compose and perform short rhythmic lines.
- b. Compose and perform short melodic lines which incorporate scalar and chordal motives.

C. Critical Analysis/Investigate

MHSBMTh.6 – Listening to, analyzing, and describing music

- a. Aurally identify and describe basic formal elements and forms in a composition such as phrase and period, binary song, ternary song, rondo, theme, and variations.
- b. Demonstrate an understanding and application of standard music terminology involving dynamics, articulation, and tempo/style.

MHSBMTh.7 – Evaluating music and music performances

- a. Describe a given short musical composition based on aural exposure.
- b. Describe rhythmic and melodic/harmonic character in terms covered previously.

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D. Cultural and Historical Context

MHSBMTh.8 – Understanding relationships between music and the other arts

- a. Demonstrate an understanding of how music has been influenced by and integrated with other fine arts disciplines within the context of their theoretical understanding.

MHSBMTh.9 – Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Demonstrate an understanding of how music is based upon mathematic and scientific principles.

MHSBMTh.10 – Understanding music in relation to history and culture

- a. Demonstrate an understanding of how music has been influenced by and integrated into the humanities (i.e. literature/poetry, cultural studies, philosophy, ancient and modern languages, etc.)
- b. Describe how major musical movements, figures, and events coincide with and/or were influenced by political, religious and economic conditions of the time.