

The Northeast Wisconsin Piano Teacher Forum

Theory Workshop

January 12, 2008

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Level IV

The material in this packet corresponds to the NEWPTF Syllabus Level IV and follows the sections in the Theory and Music History portions. In some sections, extra material that is relevant but not necessarily tested is provided.

It is not an intention to replace the theory method or workbooks that teachers use at this level but rather to reinforce them. This packet will assist you in understanding the syllabus, providing reinforcing material for students, and help with successful test taking at the Annual Classical Festival.

Any material in this packet may be duplicated for your own use.

Practice Test: All levels II-X include a practice test. The test is designed to give the students practice with the materials of the level and how the information is asked.

When using the packet, refer frequently to the Syllabus and the "Guidelines for Test Taking".


Each section contains the following:

- A. Expectations
- B. Teaching Tips (labeled as TT1, TT2 etc.) These sheets contain: how this section corresponds to the actual test, hints for teaching, explanation of student handouts, a suggested order for teaching concepts, alerts to pitfalls and warnings about common errors when students take tests.
- C. Student Handouts. Learning Sheets (Labeled as A1; A2 etc.) and Worksheets (Labeled as B1, B2 etc.) and Flashcards (Where appropriate).

Level IV: Guideline to Specific Sections

Discoveries: The information and requirements of the syllabus is cumulative.

Discoveries tells you what is new in this level. Specifics regarding the sections are given below.

1. Rhythm: 
2. Keys: Add B-Flat Major and g minor
3. Scales: add ascending chromatic scale
4. Intervals by quality: :PP (P1), M2, M3, P4, P5, M6, M7, P8
5. Chords: write and identify Major, minor, augmented and diminished triads.
Primary triads in minor.
6. Cadences: Plagal and authentic cadences with retention of common tones.
7. Music History: Features of the periods and facts about composers.
8. Vocabulary: New terms as listed in syllabus

1. Note and rest values

Expectations: Counting with



Teaching Tips: (See TT24 below)

Student Handouts: A22, B39

2. Rhythm and Time Signatures

Expectations: Understand simple meter and time signatures for simple meter

Teaching Tips: TT24

Student Handouts: A23, B39

3. Key Signatures

Expectations: Write and identify all previous keys plus B-Flat Major and g minor.

Teaching Tips: TT25

Student Handouts: A24, A24A, B40, B41

4. Scales

Expectations: Write and identify all major and minor scales (natural and harmonic forms) for all key required keys and the ascending chromatic scale.

Teaching Tips: TT26

Student Handouts: A25, B42

5. Intervals

Expectations: Write and identify M2, M3, P4, P5, M6, M7, P8 based on the tonic note required major keys for this level.

Teaching Tips: TT27

Student Handouts: A26, B43, B43A, B43B

6. Chords

Expectations: Write and identify primary triads in all required major and minor (harmonic form) keys.

Write and identify major, minor, augmented and diminished triads in root position based on the tonic note of all required keys

Teaching Tips: TT 28

Student Handouts: A27, A28, B44, B45, From Level III: B36, B37

7. Cadences

Expectations: Write 3-voice common tone authentic and plagal cadences in all required major and minor (harmonic form) keys using inversions.

Teaching Tips: TT29.

Student Handouts: A29, B46, B47

8. Music History

Expectations: Know dates, features, and composers (See Syllabus)

Teaching Tips: TT30

Student Handouts: See syllabus

9. Vocabulary

Expectations: Understand and define all terms as listed in syllabus

Teaching Tips: TT31

Student Handouts: A30

Level IV: Note and Rest Values

TT24

And Rhythm and Time Signatures

1. **About division and subdivision.** When using these terms with students remember:

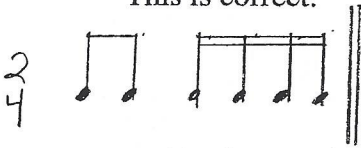
Division means the first value a unit can be divided by. For example, if the unit is the quarter note, the division is the 8th note.

Subdivision means the first value a division of a unit can be divided by. For Example, if the unit is a quarter note and the division is an 8th note, the subdivision is a 16th note.

Understanding division and subdivision is important to understanding compound and simple meter. (See below) and how to beam correctly

2. **Beaming.** Groups of division and subdivision notes should be beamed together to equal a unit rather than written separately:

This is correct:



These are incorrect:



3. **Meter.** In western music there are two types of meter: simple and compound time. It is important to understand this so that natural accents are felt, appropriate tempos can be determined and hemiola can be interpreted correctly.

The unit:

Simple: quarter note
Compound: dotted quarter

The division:

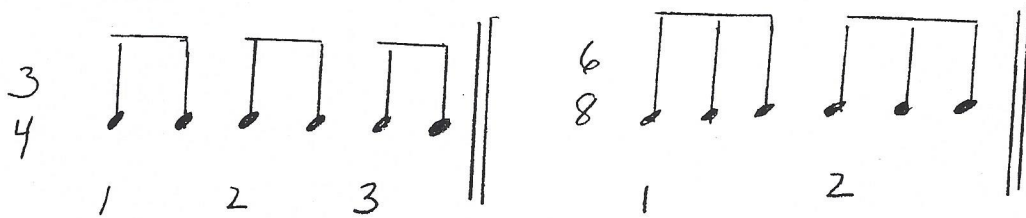
Simple: divide into two 8th notes
Compound: divide into three 8th notes

Borrowed division: (This concept is not required on this level. It is here for your information)

Simple: triplets
Compound: duplets

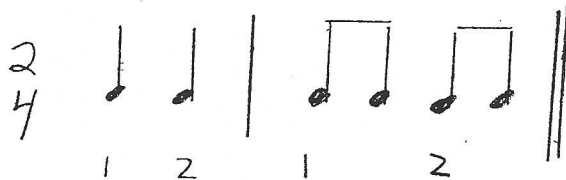
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It is because of the feel of the natural accent of the unit that we interpret 3/4 in 3 and 6/8 in 2.



Meter is further categorized by the number of units. For example, if the meter has 2 units it is duple, 3 units it is triple, 4 units it is quadruple.

Simple duple therefore would be a meter that has 2 units per measure and the units divide into 2: This can result in a time signature of 2/4 (or 2/2).



Compound duple would be a meter that has two units per measure and the units divide into three. This can result in time signature of 6/8.



Chart of meters:

Simple duple: 2/4, 2/2, 2/8
Simple triple: 3/8, 3/4, 3/2
Simple quadruple: 4/4, 4/2, 4/8

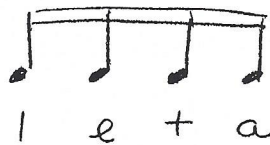
Compound duple: 6/8
Compound triple: 9/8
Compound quadruple: 12/8

Students who are having trouble with this concept can remember them easily if they memorize that in simple meter the top number is 2, 3 or 4 and in compound meter the top number is 6, 9 or 12.

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Level IV requires students to know only the simple meters. Compound meters are required in a later level. They are not tested on meter on this level.

4. **Counting 16th notes.** Students need a system to count out 16th notes in a measure. The most common is:



(one-e-and-a)

5. This sections corresponds to test question I

5: Warnings: Common mistakes in test taking

Not having a system for counting 16th notes

Penmanship: Not placing the counting directly under the note or rest they intend to label.

Counting the values of the notes or rests individually instead of putting them in a numerical sequence for the entire measure. (1 + 2 + etc.)

Level IV: Note and Rest Values

A22

This is a 16th note:



Notice that the single note has two flags on the stem
Notice that the double 16th notes have two beams.

Two 16th notes = 1 8th note:



Four 16th notes = 1 quarter note:

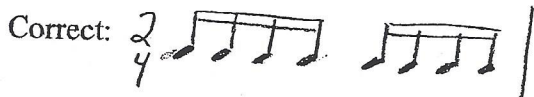


This is a 16th rest:



Notice it has two flags. It looks like 2-8th rests stacked on top of each other.

Beaming 16th notes: 16th notes should be beamed in groups of four.



Beaming with rests: A rest can be included in the group of 4 beamed 16th notes.
The rest interrupts the bottom line of the double beam temporarily.



Counting 16th notes: Use this pattern to help you count 16th notes:



1 e + a

= One - e - and - a

Level IV: Time signatures and Meters

A23

Time signatures are the numbers that appear at the beginning of the piece such as 4/4 or 6/8

Meter is the natural accents you feel when in a time signature.
There are 2 kinds of meter: Simple and Compound

Simple meter has a time signature with 2, 3 or 4 as the top number:
2/4, 2/2, 3/4, 4/4 etc.

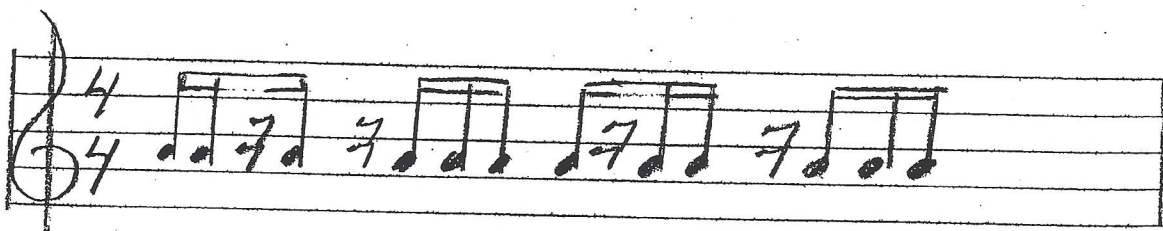
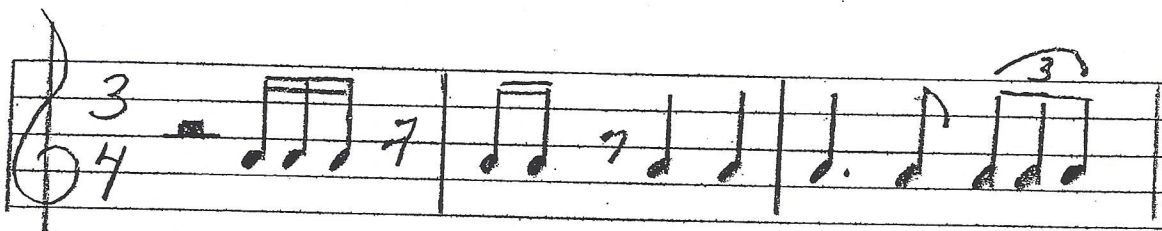
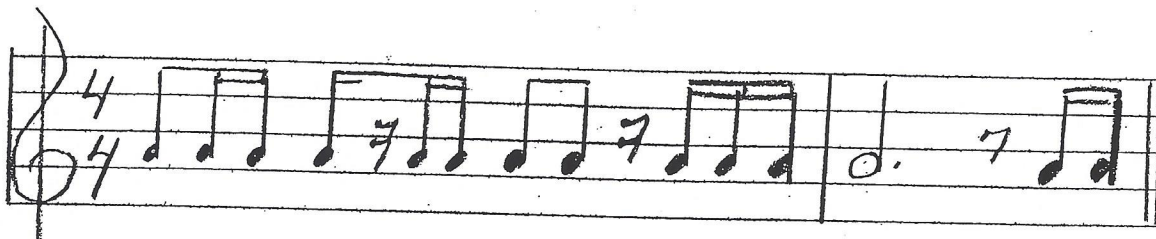
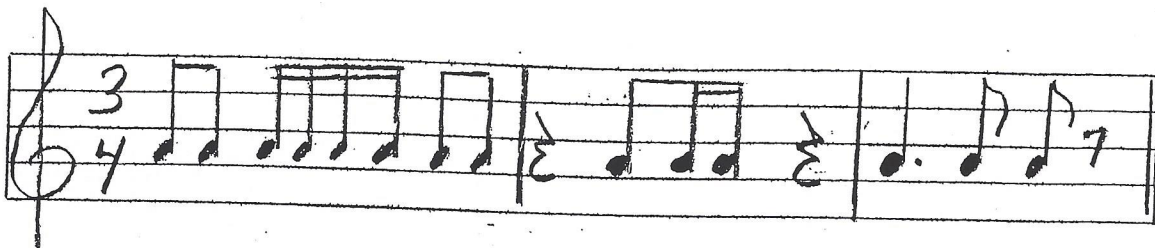
You will learn about compound meter later.

Meters can be Duple:	2 beats per measure
Triple:	3 beats per measure
Quadruple:	4 beats per measure

This should be memorized:

Simple duple =	2/2, 2/4
Simple triple =	3/2, 3/4
Simple quadruple =	4/2, 4/4

Write the counting below each note and rest



Level IV: Key Signatures

TT25

1. If you have not began teaching the circle of fifths for major and minor you should start now. Students are not required to know what the circle of fifths is but it will make adding new key signatures much easier. The start of a circle is included in A23. The new keys for this level are B-Flat Major and g minor.
2. Students are tested on writing key signatures only. However, a worksheet for identifying them has been included in this package.
3. Students should now get used to using upper case for designating major keys and lower case for designating minor keys. This is true for both the letter and the "m" (if major or minor is not written out.)

DM = D Major

dm = d minor

4. This section corresponds with test question II
5. Warning: Common mistakes in test taking

Placing the accidentals in the wrong octave (in the key signature)
Placing the accidentals in the wrong order (in the key signature)
Penmanship in drawing accidentals
Not checking the clef