

Influential Musical Theorists

1. Question & Research Task

Music! It's part of our lives from the time we are born until we leave this world.

Music has evolved from the beginning of time. How do these changes occur?

Many people are responsible for the evolution of music. Some of these changes have developed with new ideas in [music theory](#). Other changes have come from the way music is written, or [music notation](#). Music theorists and their ideas have contributed to many advancements in music.

Your research task will be to analyze the influence that three music theorists have had on music. With your teacher's approval, you may substitute a different music theorist of your choice.

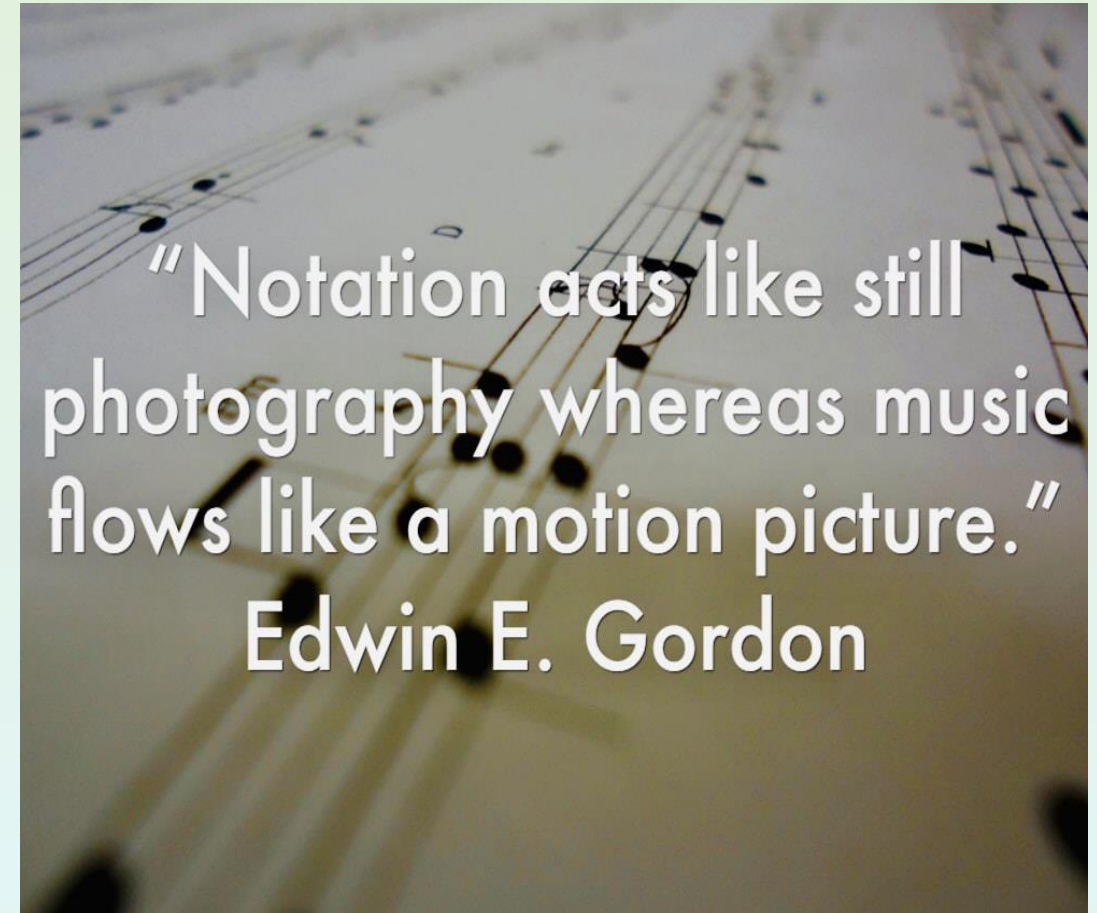


Image Source: [Wheelock Elementary School Blog](#)
Quote from music theorist Edwin E. Gordon

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How have music theorists contributed to advancements in music?

2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.
You may also search for additional reliable sources online.

Edwin Gordon

- [Gordon Approach](#)
- [Gordon Methodology](#)
- [Gordon Audiation](#)
- [Gordon/Froseth Rhythm Syllable System](#) (YouTube video)



Image: National Association for Music Education

Zoltan Kodaly

- [Kodaly Approach](#)
- [Kodaly Biography](#)
- [Kodaly Concept](#)
- [Music Literacy the Kodaly Way](#) (YouTube video)
- [Kodaly in Action](#) (YouTube video)

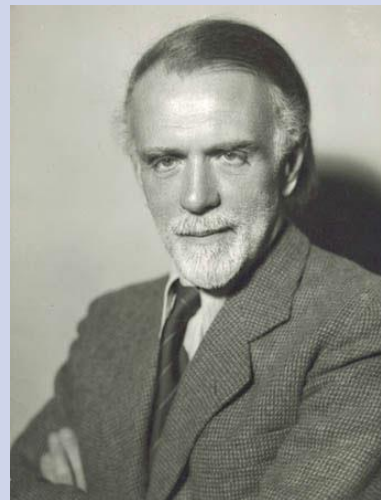


Image: Wikimedia Commons

Heinrich Schenker

- [Schenker Biography](#)
- [Schenker Online](#)
- [Schenker: Cambridge](#)
- [Introduction to Schenkerian Analysis](#) (YouTube video)
- [A Tool for Dynamic Schenkerian Notation](#) (YouTube video)



Image: Wikimedia Commons

3. Student Activity

Use the information sources on Slide 2 to research each of the music theorists and analyze their contributions to music.

Areas of contribution include theory, notation, and education.

You are not just looking at the contributions, but how their ideas have **advanced** music. Consider whether the advancements have affected your own music experiences.

Use this [Notes Chart](#) for your research. After completing your research and the chart, choose the theorist who you believe has contributed the most to the field of music.

Stick Notation	Rhythm Syllable	Make Conscious: What happens?	Notation Name
	<u>ta</u>	1 sound/1 heart beat	1 quarter note
□	ti-ti	2 even sounds/ 1 heart beat	2 eighth notes
∑	<u>ta</u> rest	No sound/ 1 heart beat	1 quarter rest
♪	<u>ta-a</u> or two	1 sound/ 2 heart beats	1 half note
♩ ♩	<u>ti-ta</u> --ti	3 uneven sounds/ 2 beats	syncopation
♫	<u>ti-bi-ti-bi</u> or <u>ti-ka-ti-ka</u>	4 even sounds/ 1 heart beat	4 sixteenth notes

Kodaly Rhythm Chart

Image Source: [Classic Guitar](#)

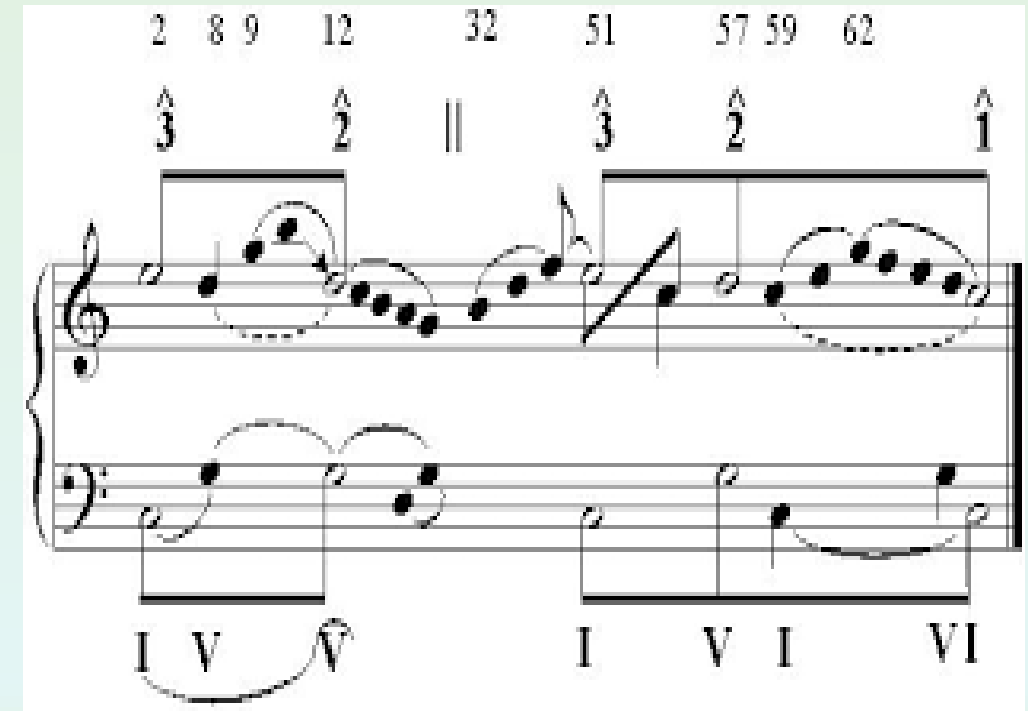
4. Assessment Activity

How have music theorists contributed to advancements in music?

Use the completed chart to clarify your thoughts about why your chosen theorist had the greatest impact on music.

You will attend a “dinner party” as your chosen theorist, where you will engage in a spirited discussion with the other influential theorists about whose contributions to music were the most significant. Complete the [Dinner Party Planner](#) to help you prepare for the conversation.

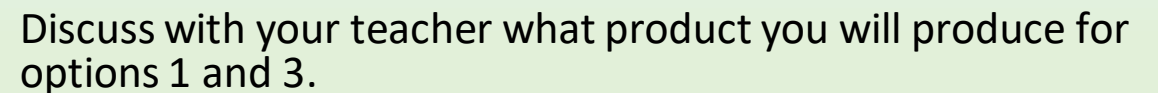
Refer to the success criteria on this [rubric](#) as you prepare for the dinner party.



Schenker Analysis

Image Source: [Schenker Guide](#)

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Next</u>
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6. Teacher Resources

Learning Standards Alignment

[Maryland State Fine Arts Standards for Music](#)

- Anchor Standard 9:** Apply criteria to evaluate artistic work.
- Anchor Standard 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

[Common Core State Standards for English Language Arts & Literacy](#)

- Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Speaking and Listening: 1A.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Speaking and Listening: 3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- [AASL Standards Framework for Learners](#) - Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

- Think: Learners display curiosity and initiative by:
- I.A.2 Recalling prior and background knowledge as context for new meaning.
- Create: Learners engage with new knowledge by following a process that includes:
- I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.
- Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
- I.C.1 Interacting with content presented by others.
- Grow: Learners participate in an ongoing inquiry-based process by:
- I.D.2 Engaging in sustained inquiry.

SLIDE NAVIGATION

1	2	3	4	5	6
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High School Music Theory

- Objective:** Students will analyze information from multiple sources in order to evaluate the advancements made by music theorists.
- Time Frame:** 1-2 90-minute periods

Notes to the teacher:

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- Collaborate with your school library media specialist to plan and implement this lesson.
- Have students use learning supports provided in any BCPS-licensed Digital Content from the [Apps Portal](#) included in this lesson. Refer to [Digital Content Snapshots & Support resources](#) for guidance as needed.
- Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft and Google documents and files for students to access, edit, and submit through Schoology.
- You will need to view the videos prior to giving to students, to verify the links fit your unit, are still working, and are appropriate for your specific class or student.
- An option for whole group activity: Philosophical Chairs
- Options for students to create individual projects: Voice Thread, Stream