

# AP SUMMER INSTITUTE IN MUSIC THEORY SYLLABUS AND COURSE DESCRIPTION 2024

## PRESENTER

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## COURSE MATERIALS

Prior to the beginning of the Institute, please obtain or prepare the following items.

A laptop, tablet, or other internet-capable device

Either (1) access to a printer OR (2) the ability to notate music electronically on PDFs (e.g., an iPad with a stylus using Books, FourScore, or similar app)

Number two pencils, erasers, music paper, high-quality audio playback capability

Access to a piano or MIDI keyboard

A *self-created* presentation that demonstrates a favorite music-theory teaching tip (e.g., PDF, YouTube or Zoom video, PowerPoint, etc.). Your work should be

“consumable” in 3–5 minutes. **Prior to the beginning of our course, please email your presentation to me as a link, PDF, PowerPoint, or other standard format.**

Many course materials, including music paper, are located on our Canvas LMS website.

## SESSION DESCRIPTION

Participants will examine AP music theory course content ([CED](#)), AP Classroom, and other relevant materials to develop strategies to improve classroom instruction. They will analyze selected problem types typical of first-year college music theory, infer their construction and solutions, learn to create comparable questions for their own classroom use, and learn ways to evaluate student responses to these problems. Ultimately participants will be able to develop or refine their own AP music theory course and submit a course audit.

## LEARNING OUTCOMES

By the end of the institute participants will be able to:

- Apply the CB Diversity and Inclusion, Equity and Access Policy to their music curriculum
- Navigate AP Central and AP Classroom websites
- Comprehend the purpose, organization, and utilization of the Course and Examination Description for AP Music Theory ([CED](#))
- Infer the musical patterns on which AP music theory problems are based
- Memorize those patterns employing solmization
- Realize the patterns in different keys by performing and notating them
- Create and perform melodic variations of those patterns
- Create new, comparable exercises based on the patterns
- Apply and adapt AP assessment methods to their own classroom needs
- Develop or refine their own AP course and complete the AP course audit

## COURSE FORMAT

Typically, APSI days divide into four class sessions and an evening homework session. Class sessions are a mix of synchronous and asynchronous instruction. Optional activities, like lunch chats or the last night social hour, have suggested discussion topics. Homework is always individual work. On our Canvas LMS site are instructor-provided materials that supplement those of the College Board.

## DAILY SCHEDULE, MONDAY THROUGH THURSDAY (ALL TIMES ARE EASTERN ZONE)

ACTIVITY	TIMES
SESSION 1	9:00–11:00
Break	11:00–11:15
SESSION 2	11:15–1:15
Opt. lunch chat	1:15–2:00
SESSION 3	2:00–3:30
Break	3:30–3:45
SESSION 4	3:45–5:00
Wed. night: Break	5:00–5:15
Wed. night: Social hour	5:15–6:15
SESSION 5: HOMEWORK	Evenings, M–W

## TOPICS AND ASSIGNMENTS

### DAY 1

#### SESSION 1.1 (SYNCHRONOUS)

- Welcome and Introductions
- College Board Diversity and Inclusion, Equity and Access policy and its implications for music theory teachers
- The AP Examination: Content, Philosophy of Assessment, and Administration

### BREAK

#### SESSION 1.2 (SYNCHRONOUS)

Essential Course Materials and Useful Ancillaries

Explore and Bookmark the [AP Central](#) Music Theory Home Page

About the [AP Course Audit](#)

Curriculum Development Guide: <https://apcentral.collegeboard.org/pdf/ap-music-theory-syllabus-development-guide-2021.pdf>

Sample detailed syllabus: <https://apcentral.collegeboard.org/pdf/ap-music-theory-sample-syllabus-1.pdf>

#### LUNCH CHAT (OPTIONAL)

Suggested topic? Get to know one another and your programs

#### SESSION 1.3 (ASYNCHRONOUS)

To complete this assignment, you will need an internet device, a copy of the [Course and Examination Description \(CED\)](#), internet access, and a means for taking notes.

- With [CED](#) in hand, complete the video “[AP Music Theory CED Walk-Through](#).”
- Join the [AP Music Theory Teacher Community](#).
- (Optional) Join the FaceBook group [I Teach AP Music Theory](#).
- Begin the [AP Course Audit](#).

**NEW AP music teachers:** If you’re teaching an AP course for the first time, carefully study the guidelines at the [AP Course Audit](#). Ideally you will develop a detailed syllabus that reflects your exact circumstances.

**Important note:** You *may* adopt the sample syllabus. When you get to “Select a Submission Type,” choose “Transfer an Approved Syllabus.”

## COURSE AUDIT (CONT.)

**EXPERIENCED AP music teachers:** If you're teaching a previously authorized AP course, you won't need to submit anything. Your school administrator can simply renew your course for the coming academic year.

Once authorized, **which takes a little while**, teachers will receive:

- Access to AP Classroom in **late summer**.
- Inclusion in the AP Course Ledger published in November 2024
- Access to online score reports in July 2024

AND, if time permits, begin the homework assignments in Session 1.5 below.

## BREAK

### SESSION 1.4 (SYNCHRONOUS)

- Recap session 1.3 activities and address queries
- Pattern Recognition and the Importance of Solmization
- “Musical Memes” and the Importance of Memorization (Part 1)
- Improvising Melodic Variations Using Embellishing Tones SNAP and CS

### SESSION 1.5 HOMEWORK (2–3 HOURS, ASYNCHRONOUS)

To complete this assignment, you will need an internet device, ear buds/speaker playback capability, a piano/keyboard, music paper, and a pencil.

- Login to Canvas. Select ‘Modules’ from the left menu and scroll down to Day 1 Homework: Skills Integration. Download the PowerPoint deck, which is a self-guided exercise that includes dictation, form analysis, improvisation, and composition activities as well as a self-reflection for tomorrow's class.
- If you have time, view the linked videos under Day 1 homework.
- Sign in to [AP Classroom](#). Once you're in, click the ‘AP Classroom’ link to load the “Welcome to AP Classroom page.” From the ‘Help’ menu, select ‘AP Classroom Teacher Tutorials.’ View all the tutorials, take notes, and record any questions that arise.

## DAY 2

### SESSION 2.1 (ASYNCHRONOUS)

For this assignment you will need an internet device, ear buds/speaker playback capability, and a pencil.

If you didn't finish the Session 1.5 homework, please complete it now.

Go to [AP Exam Information](#). Download the 2019 [Theory Questions](#), [Sight Singing Questions](#), and Scoring Guides ([FR 1–7](#) and [SS](#)) to your device.

[Listen to Free Response questions \(FR\) 1–4](#) and notate your answers. Examine the scoring guides to see how each item is scored.

Make a list of any questions you have regarding the items or their scoring guides.

### SESSION 2.2 (SYNCHRONOUS)

Melodic and harmonic dictation FRs 1–4: Content, strategies, and scoring  
Musical Memes and Melodic Variations (Part 2)

### LUNCH CHAT (OPTIONAL)

Suggested topic? Discuss AP Classroom resources

### SESSION 2.3 (SYNCHRONOUS)

- Collectively address AP Classroom resources and participant queries

### BREAK

### SESSION 2.4 (SYNCHRONOUS)

Have available the 2019 [Sight Singing Questions](#) and their [Scoring Guides](#).

- Deep dive into Sight Singing strategies and scoring
- Peer review as a key teaching strategy: Ideas for Sight Singing Peer Review

### SESSION 2.5 HOMEWORK (2–3 HOURS, ASYNCHRONOUS)

Download the 2019 Free Response [Theory Questions](#) 5–6 and their [scoring guides](#).

Complete FR questions 5–6. Then, examine the scoring guides to see how each item is scored. Don't fret that the guides are overwhelming. Training to score these items takes most of a day! We'll cover the basic concepts, which are easy.

Make a list of any questions you have regarding the items or their scoring guides.

## DAY 3

### SESSION 3.1 (SYNCHRONOUS)

- Musical Memes and Melodic Variations (Part 3)
- Deconstructing SS items in order to create or identify AP-comparable melodies
- Logistics of sight singing administration

### BREAK

### SESSION 3.2 (SYNCHRONOUS)

- Peer Review 2: Student-created, student-graded worksheets

### LUNCH CHAT (OPTIONAL)

### SESSION 3.3 (ASYNCHRONOUS)

Study each other's self-created 3–5 minute teaching-strategy presentations  
Complete the review of the Musical Memes PowerPoint deck

### SESSION 3.4 (SYNCHRONOUS)

Discussion of participant teaching-strategy presentations  
FR Questions 5–6: Content, strategies, and scoring  
Incorporating memes into integrated activities

### VIRTUAL HAPPY HOUR (OPTIONAL)

Suggested activity? Pour an adult beverage and relax with one another! Recall how pleasant it was to hang out in person, etc. Continue discussing participant teaching-strategy presentations?

### SESSION 3.5 HOMEWORK (1–2 HOURS, ASYNCHRONOUS)

Download the 2019 Free Response [Theory Question 7](#) and its [scoring guide](#).  
Complete FR question 7. Then, examine the scoring guide to see how it is scored. Focus *only* on the broad concepts. At the Reading, you would be trained for at least 8–10 hours on how to score this FRQ. So, please do NOT freak out at the avalanche of details! We'll cover the concepts behind scoring, which are easy to understand. Make a list of any questions you have regarding the item or its scoring guide.

## DAY 4

### SESSION 4.1 (SYNCHRONOUS)

- Secondary-dominant-function chords and tonicization
- Strategies for success completing FR 7
- Motive development and contrapuntal techniques

### BREAK

### SESSION 4.2 (SYNCHRONOUS)

- Visual analysis using aural strategies

### LUNCH CHAT (OPTIONAL)

- Suggested topics? Incorporating rudiments and other musicianship skills into your ensembles and preparing for fall teaching

### SESSION 4.3 (SYNCHRONOUS)

- Rudiments and the vertical-team approach
- Overview of strategies for teaching rudiments
- Fall To-Do List
- Final Q & A
- Course evaluations