

FINAL EXAM INFORMATION

Your final exam (Wednesday, December 10, 12:30-2:30) will draw on the knowledge you have acquired this semester. Topics will range from broad to specific, including pedagogical philosophy, musical concepts and topics that are typically taught in first-year theory courses, and the textbooks you have reviewed for your projects. Questions could combine two or more of these categories.

Textbook information

You should be able to answer clear-cut specific questions and/or broad general questions about the textbooks you have reviewed. Some explanation might be requested. Examples:

- Identify at least two harmony textbooks that label the cadential $\frac{6}{4}$ chord with a V (that is, use the $V_4^6 - \frac{5}{3}$ notation). Identify at least two others that label it with a I (that is, $I_4^6 - V$).
- Which sight-singing books particularly emphasize harmony?
- Which fundamentals book would probably be most appropriate for students who want to read music well enough to play an instrument for fun (with no plan to major in music)? Explain.

Note: you will be provided with a printed list of all textbooks we reviewed (authors and titles).

Topic order and information prioritization

Given a particular topic, you should be able to outline specific facts/concepts/vocabulary that you would want to teach before introducing that topic because they are especially helpful as background information. You should also be able to outline information you would emphasize on the day you introduced it, and also provide additional information that is less important (or more advanced) and would likely be deferred until a later class. Examples:

- Identify a few particularly relevant key concepts that you would want your students to know before teaching the passing $\frac{6}{4}$ chord? Explain why each one is important. What information would you present on the day you introduced passing $\frac{6}{4}$ chords, and what would you delay?
- Which modulation (i.e., which key relationship) would you want to introduce first, and why? What concepts and vocabulary would you emphasize right away? How could you prepare your students to think about modulation long in advance? Please be specific; you may want to provide some sample questions as an illustration.

Practical teaching strategies and pedagogical philosophy

You may be asked broad questions about teaching strategies and pedagogical philosophy. Your response will necessarily include explanations of your own opinions, which may be applied to practical issues such as textbooks, classroom situations, or course policies. Examples:

- Even if your school has separate aural and written theory classes, it is good to integrate these abilities. Identify three topics that you think work especially well for linking written and aural skills and briefly describe what you might do in class for each of them.
- Describe three different aural skills activities that are appropriate for students who do not yet read music well enough to sight sing or take dictation. Explain the benefits of each.
- Classes like music theory and aural skills are most effective if students practice every day. Outline some long-range and day-to-day course policies you would adopt to promote regular practice and explain the reasoning behind them. Would your answer change depending on class size or other circumstances (e.g., a large lecture class or multiple sections)?
- Explain three *significantly* different solmization systems, pointing out features, advantages, and disadvantages of each.