

**Course Map for Introduction to Music Theory: Final**

Kenneth Rescsanski

American College of Education

DL5783: Engaging Learners in Online Learning

Dr. Scott Ringkamp

September 21, 2025

## Course Map for Introduction to Music Theory: Final

This revised course map for *MT101: Introduction to Music Theory* reflects updates made in continuation of the design process from DL5773. Revisions include clearer alignment of goals, objectives, and assessments, as well as the integration of four interactive activities to enhance learner engagement, one of which is a gamified activity called the *Interval Challenge Game*. The course map is presented as Figure 1, with supporting instructional materials, modules, and assessment tools detailed in the appendices. All resources and tools have been reviewed for ethical and legal use, and a complete references list is provided.

### Figure 1

*Course Map for "Introduction to Music Theory"*

Map Elements	Details
Course Designer's Name	Kenneth Rescsanski
Course URL	<a href="https://canvas.instructure.com/enroll/4GWXTL">https://canvas.instructure.com/enroll/4GWXTL</a>
Course Title	MT101: Introduction to Music Theory
Course Description	This course introduces high school students to the foundational concepts of music theory. Topics include notation, scales, intervals, chords, and basic harmony.
Learning Design Theory	Cognitivism
Rationale for Theory	Cognitivism emphasizes how learners actively process and organize information. Because music theory requires recognizing patterns and symbolic relationships, this theory supports effective scaffolding and chunking of content.
Learning Design Methodology	The ARCS model (Attention, Relevance, Confidence, Satisfaction) guides the course design to ensure motivational, structured, and learner-centered instruction that aligns with cognitive learning principles.
Target Audience	The target audience is high school students, grades 9-12, who are interested in music or plan to pursue music studies. Students

	may have varying levels of experience with music, from complete beginners to those preparing for music school.
Course Contribution to Skills/Performance	This course provides essential music theory knowledge that supports performance, composition, and music literacy. It prepares students for advanced musical study and meets prerequisite requirements for college-level music programs.
<b>Course Modules</b>	
<b>Module Title</b>	<b>Getting Started</b>
Module Purpose	To orient learners to the course, LMS navigation, expectations, and each other.
Activities	On the welcome page students will watch the instructor intro video, read the course overview & syllabus page, participate in the introductions discussion board, and read tech tips & online learner resources.
Supporting Materials	<a href="#">Instructor video</a> , course syllabus (see Appendix A), discussion prompt (see Appendix B), tips for online learning (see Appendix C), <a href="#">LMS help link</a>
<b>Module Title</b>	<b>Module 1: Foundations of Music Literacy</b>
Goal 1	Develop foundational music literacy skills (See Appendix D for Module 1 Overview).
Objective 1.1	Identify and define basic music symbols and notation by the end of Module 1 (See Appendix E for notation and symbols instruction).
Task 1.1.1	Complete a labeling activity on musical symbols (See Appendix F).
Task 1.1.2	Take a short quiz on notation terms ( <a href="#">Canvas quiz</a> ).
Objective 1.2	Demonstrate the ability to read notes on the treble and bass clef staff by Week 2 (See Appendix G for note reading instruction).
Task 1.2.1	Submit a screenshot completing an <b>interactive</b> notation exercise (See Appendix H).
Task 1.2.2	Take a short note reading quiz ( <a href="#">Canvas quiz</a> ).

Goal 2	Understand and apply basic scales and intervals.
Objective 2.1	Identify and construct major and minor scales using notation software or templates by Week 3 (See Appendix I for scales instruction).
Task 2.1.1	Complete a scale-building activity (See Appendix J).
Task 2.1.2	Complete an <b>interactive</b> listening activity determining Major and Minor scales (See Appendix K).
Objective 2.2	Recognize and classify intervals by size and quality by Week 4 (See Appendix L).
Task 2.2.1	Practice interval construction with an <b>interactive</b> interval building activity (See Appendix M).
Task 2.2.2	Play the <b>Interval Challenge Game</b> ( <a href="https://wayground.com/join?gc=63516706">https://wayground.com/join?gc=63516706</a> ). This activity will provide gamified practice in identifying and classifying intervals with immediate feedback.
Task 2.2.3	Complete a scales and intervals quiz ( <a href="#">Canvas quiz</a> ).
Task 2.2.4	Complete a Module 1 reflection prompt (See Appendix N).
<b>Module Title</b>	<b>Module 2: Applied Music Theory</b>
Goal 3	Apply music theory concepts to performance or composition (See Appendix O for module overview).
Objective 3.1	Analyze simple chord progressions and identify Roman numeral functions by Week 5 (See Appendix P for triads and Roman numeral instruction).
Task 3.1.1	Complete a chord analysis worksheet (See Appendix Q).
Task 3.1.2	Participate in a discussion post sharing examples of chord progressions from popular music (See Appendix R).
Objective 3.2	Create an 8-measure melody using learned theory concepts by Week 6 (See Appendix S for composition instruction).
Task 3.2.1	Use <b>interactive</b> notation software to compose an original melody (See Appendix T).

---

Task 3.2.2                      Submit a reflection on how music theory informed  
compositional choices (See Appendix U).

---

Task 3.2.3                      Complete a [course evaluation](#) in Google Forms.

---

## References

- Alexandre David Composer. (2024, February 16). *Advanced secrets of melody writing – Episode 1: Music theory* [Video]. YouTube. <https://www.youtube.com/watch?v=5SoNzNYy5ks>
- Al-Harhi, A. S. A., Campbell, C., & Karimi, A. (2018). Teachers' cloud-based learning designs: The development of a guiding rubric Using the TPACK framework. *Computers in the Schools, 35*(2), 134–151. <https://doi.org/10.1080/07380569.2018.1463033>
- Bernstein, A. [Breaking Barlines: Music with Aron Bernstein]. (2024, August 8). *Music theory: Intro to triads* [Video]. YouTube. <https://www.youtube.com/watch?v=ioZ8Wy9WI70>
- Çeliköz, N., Erişen, Y., & Şahin, M. (2019). Cognitive learning theories with emphasis on latent learning, Gestalt and information processing theories. *Journal of Educational & Instructional Studies in the World, 9*(3), 18–33.
- Five Minute Mozart. (2016, November 14). *How to read basic intervals | Music theory tutorial* [Video]. YouTube. <https://www.youtube.com/watch?v=1GN-Vk2-G9M>
- Hedin, L., & DeSpain, S. (2018). SMART or not? Writing specific, measurable IEP goals. *TEACHING Exceptional Children, 51*(2), 100–110. <https://doi.org/0.1177/0040059918802587>
- Keller, J. M. (n.d.). *ARCS model of motivational design*. <https://www.arcsmodel.com/>
- Khan Academy. (n.d.). *Staff, names of notes, treble clef* [Video]. In *Reading music*. <https://www.khanacademy.org/partner-content/all-star-orchestra/music-basics/reading-music/v/lesson-1-staff-names-of-notes-treble-clef>
- MusicTheory.net. (n.d.). *Interval construction exercise* [Interactive exercise]. <https://www.musictheory.net/exercises/interval-construction/brvyrybyh98yybybnyyyyb>
- Musictheory.net. (n.d.). *Measures and time signatures*. <https://www.musictheory.net/lessons/12>

Musictheory.net. (n.d.). *Note duration*. <https://www.musictheory.net/lessons/11>

Musictheory.net. (n.d.). *Note identification exercise*.

<https://www.musictheory.net/exercises/note/dgoelryyyynyyyyb>

Musictheory.net. (n.d.). *Rest duration*. <https://www.musictheory.net/lessons/13>

MusicTheory.net. (n.d.). *Scale ear training* [Interactive exercise].

<https://www.musictheory.net/exercises/ear-scale/dyybyyngneyyyy>

Musictheory.net. (n.d.). *The staff, clefs, and ledger lines*. <https://www.musictheory.net/lessons/10>

Noteflight. (n.d.). *Noteflight: Online music notation software*. <https://www.noteflight.com>

Open Music Theory. (n.d.). *Clefs*. <https://viva.pressbooks.pub/openmusictheory/chapter/clefs/>

Open Music Theory. (n.d.). *Intervals*. <https://openmusictheory.github.io/intervals.html>

Open Music Theory. (n.d.). *Scales*. <https://openmusictheory.github.io/scales.html>

Open Music Theory. (n.d.). *Triads*. <https://openmusictheory.github.io/triads.html>

PianoVideoLessons. (2024). *What is a scale? Major and Minor Scales for piano* [Video].

YouTube. <https://youtu.be/WW5Hrhj3ya8>

Spence, B. (2019). Using Bloom's taxonomy matrix to reach higher-level learning objectives. *Radiologic Technology*, 90(6), 622–624.

Terzian, G. [Gracie Terzian]. (2021, April 11). *Interval numbers - Intervals made easy (Part 1) - Easy music theory* [Video]. YouTube.

<https://www.youtube.com/watch?v=aDD4q9xd8Ac>

Terzian, G. [Gracie Terzian]. (2021, April 26). *Interval qualities - Intervals made easy (Part 2) - Easy music theory* [Video]. YouTube.

[https://www.youtube.com/watch?v=ImFFi\\_QBnUs](https://www.youtube.com/watch?v=ImFFi_QBnUs)

Wayground. (n.d.). *Wayground*. <https://wayground.com>

Zac, J. [Nathaniel School of Music]. (2020, September 18). *How the Roman numeral system works – Chord theory* [Video]. YouTube.

<https://www.youtube.com/watch?v=mxVzktPGxaY>

## Appendix A

### *Course Syllabus – Introduction to Music Theory*

#### **MT101: Introduction to Music Theory**

Syllabus Modified 9/13/2025

#### **Instructor Information**

Instructor	Contact Info	Office Hours
Mr. Kenneth Rescsanski	Canvas Messaging	By appointment via Google Meet or Canvas Messaging

#### **Course Description**

This online course introduces high school students to the foundational concepts of music theory.

Topics include notation, scales, intervals, chords, and harmony. The course is designed to accommodate students with varying levels of musical experience and will prepare them for further study in music performance or academics. The ARCS model (Attention, Relevance, Confidence, Satisfaction) guides the course design to ensure motivational, structured, and learner-centered instruction that aligns with cognitive learning principles.

#### **Course Goals**

1. Develop foundational music literacy skills
2. Understand and apply basic scales and intervals
3. Apply music theory concepts to performance or composition

## Module Objectives and Tasks Overview

Goal	Objective	Tasks
1. Develop foundational music literacy skills	1.1 Identify and define basic music symbols and notation	- Complete labeling activity - Take notation quiz
	1.2 Demonstrate the ability to read notes on treble and bass clef staff	- Submit a note reading exercise - Take note reading quiz
2. Understand and apply basic scales and intervals	2.1 Identify and construct major and minor scales using notation tools	- Complete scale-building activity - Submit listening activity
	2.2 Recognize and classify intervals by size and quality	- Complete interval-building exercise - Play <i>Interval Challenge Game</i> (interactive review activity) - Complete scales and intervals quiz
3. Apply music theory concepts to performance or composition	3.1 Analyze simple chord progressions and identify Roman numeral functions	- Complete chord analysis worksheet - Participate in discussion
	3.2 Create an 8-measure melody using learned theory concepts	- Submit original composition - Reflect on theory use in writing

### Learning Approach

This course is grounded in the principles of Cognitivism and follows Keller's ARCS model of instructional design. Instructional activities are designed to enhance learner motivation through attention, relevance, confidence, and satisfaction.

### Required Materials

- A computer or tablet with internet access
- Headphones or speakers for listening to music examples

- Access to music notation tools (MuseScore, Noteflight, or similar—free options available)

### Grading Breakdown

- Participation (e.g., discussions, check-ins): 20%
- Module assignments (quizzes, reflections, theory practice): 30%
- Quizzes and short assessments: 20%
- Final project (composition and reflection): 30%

### Tentative Schedule

Module	Title	Dates	Focus
Getting Started	Orientation	Week 1	Course overview, LMS navigation, introductions
Module 1	Foundations of Music Literacy	Weeks 2-4	Notation, symbols, scales, intervals
Module 2	Applied Music Theory	Weeks 5-6	Chord analysis, composition

### Communication & Participation

Students are expected to log in regularly, complete assignments by the posted deadlines, and participate in discussions. Use Canvas messaging to contact the instructor with questions.

Instructor responses will typically be within 24–48 hours on weekdays.

### Online Etiquette

- Use respectful language in all posts and messages.

- Support your peers with constructive feedback.
- Proofread posts before submitting.
- Avoid sarcasm or humor that could be misunderstood.

### **Academic Honesty**

Students are expected to do their own work and properly credit any sources or collaborations.

Plagiarism or cheating may result in a failing grade for the assignment or course.

### **Accessibility and Support**

Students with disabilities or accessibility concerns are encouraged to contact the instructor or school counselor so accommodations can be made as needed.

### **Course Bibliography**

Alexandre David Composer. (2024, February 16). *Advanced secrets of melody writing – Episode*

*1: Music theory* [Video]. YouTube. <https://www.youtube.com/watch?v=5SoNzNYy5ks>

Al-Harhi, A. S. A., Campbell, C., & Karimi, A. (2018). Teachers' cloud-based learning designs:

The development of a guiding rubric Using the TPACK framework. *Computers in the Schools*, 35(2), 134–151. <https://doi.org/10.1080/07380569.2018.1463033>

Bernstein, A. [Breaking Barlines: Music with Aron Bernstein]. (2024, August 8). *Music theory:*

*Intro to triads* [Video]. YouTube. <https://www.youtube.com/watch?v=ioZ8Wy9WI70>

Çeliköz, N., Erişen, Y., & Şahin, M. (2019). Cognitive learning theories with emphasis on latent

learning, Gestalt and information processing theories. *Journal of Educational & Instructional Studies in the World*, 9(3), 18–33.

Five Minute Mozart. (2016, November 14). *How to read basic intervals | Music theory tutorial*

[Video]. YouTube. <https://www.youtube.com/watch?v=1GN-Vk2-G9M>

- Hedin, L., & DeSpain, S. (2018). SMART or not? Writing specific, measurable IEP goals. *TEACHING Exceptional Children*, 51(2), 100–110. <https://doi.org/0.1177/0040059918802587>
- Keller, J. M. (n.d.). *ARCS model of motivational design*. <https://www.arcsmodel.com/>
- Khan Academy. (n.d.). *Staff, names of notes, treble clef* [Video]. In *Reading music*. <https://www.khanacademy.org/partner-content/all-star-orchestra/music-basics/reading-music/v/lesson-1-staff-names-of-notes-treble-clef>
- MusicTheory.net. (n.d.). *Interval construction exercise* [Interactive exercise]. <https://www.musictheory.net/exercises/interval-construction/brwryrybyh98yybybnnyyyb>
- Musictheory.net. (n.d.). *Measures and time signatures*. <https://www.musictheory.net/lessons/12>
- Musictheory.net. (n.d.). *Note duration*. <https://www.musictheory.net/lessons/11>
- Musictheory.net. (n.d.). *Note identification exercise*. <https://www.musictheory.net/exercises/note/dgoe1ryyyynnyyyb>
- Musictheory.net. (n.d.). *Rest duration*. <https://www.musictheory.net/lessons/13>
- MusicTheory.net. (n.d.). *Scale ear training* [Interactive exercise]. <https://www.musictheory.net/exercises/ear-scale/dyybyyngneyyyy>
- Musictheory.net. (n.d.). *The staff, clefs, and ledger lines*. <https://www.musictheory.net/lessons/10>
- Noteflight. (n.d.). *Noteflight: Online music notation software*. <https://www.noteflight.com>
- Open Music Theory. (n.d.). *Clefs*. <https://viva.pressbooks.pub/openmusictheory/chapter/clefs/>
- Open Music Theory. (n.d.). *Intervals*. <https://openmusictheory.github.io/intervals.html>
- Open Music Theory. (n.d.). *Scales*. <https://openmusictheory.github.io/scales.html>
- Open Music Theory. (n.d.). *Triads*. <https://openmusictheory.github.io/triads.html>

PianoVideoLessons. (2024). *What is a scale? Major and Minor Scales for piano* [Video].

YouTube. <https://youtu.be/WW5Hrhj3ya8>

Spence, B. (2019). Using Bloom's taxonomy matrix to reach higher-level learning

objectives. *Radiologic Technology*, 90(6), 622–624.

Terzian, G. [Gracie Terzian]. (2021, April 11). *Interval numbers - Intervals made easy (Part 1) -*

*Easy music theory* [Video]. YouTube. <https://www.youtube.com/watch?v=aDD4q9xd8Ac>

Terzian, G. [Gracie Terzian]. (2021, April 26). *Interval qualities - Intervals made easy (Part 2) -*

*Easy music theory* [Video]. YouTube. [https://www.youtube.com/watch?v=ImFFi\\_QBnUs](https://www.youtube.com/watch?v=ImFFi_QBnUs)

Wayground. (n.d.). *Wayground*. <https://wayground.com>

Zac, J. [Nathaniel School of Music]. (2020, September 18). *How the Roman numeral system*

*works – Chord theory* [Video]. YouTube.

<https://www.youtube.com/watch?v=mxVzktPGxaY>

## **Appendix B**

### *Introduction Discussion Prompt*

Welcome to *Introduction to Music Theory*! Before we dive into the music, let's take a moment to introduce ourselves and build some community.

Please include the following in your post:

1. Your first name (last name optional)
2. Your musical background – Do you play an instrument, sing, or just enjoy listening?
3. Your favorite artist, song, piece, or style of music, and why you like it
4. What you hope to get out of this course
5. (Optional) A fun fact about yourself!

After you post, reply to at least one classmate. Share encouragement, similarities, or just say hello!

## **Appendix C**

### *Tips for Online Learning*

#### **Tips for Being a Successful Online Learner**

Online learning gives you more flexibility, but it also requires good habits, time management, and clear communication. Here are a few tips to help you succeed in this course:

- Check the course at least 3 times a week to stay on track
- Use the “Modules” view to work through the course in order
- Keep a planner or calendar to track assignments and due dates
- Ask questions! Message your instructor if anything is unclear
- Minimize distractions when studying—try to find a quiet space
- Engage in discussions to connect with classmates and deepen your learning

#### **Basic Tech Tips**

Having a smooth tech setup helps avoid frustration and saves time. Here are some quick tech pointers:

- Use Google Chrome or Firefox for best performance
- Enable pop-ups (Canvas may open some tools in a new window)
- Connect via a reliable Wi-Fi network when uploading or watching video
- If pages don’t load correctly, clear your browser cache
- Visit the [Canvas Student Guide](#) for step-by-step help

## **Appendix D**

### *Module 1 Overview*

## **Module 1: Foundations of Music Literacy**

### **Weeks 1–4**

#### Overview

Welcome to Module 1! In this module, you'll begin building the foundation for reading, understanding, and communicating about music. We'll explore the basic symbols and vocabulary of music theory, including pitch, rhythm, clefs, scales, and intervals.

You don't need any prior music theory experience—this module is designed to meet you where you are and help you grow step-by-step.

#### **What You'll Learn**

By the end of this module, you will be able to:

- Identify and define basic music symbols and notation
- Read notes in treble and bass clef
- Construct and classify major and minor scales
- Recognize and describe musical intervals

#### **How You'll Learn**

You'll move through this module in small, manageable steps. Each section will include:

- A short reading or instructional video
- An interactive activity or game
- A short quiz or submission to check your understanding

**What to Do This Week**

This week, you'll focus on:

1. Learning the names of music symbols
2. Understanding the staff, clefs, and note placement
3. Completing your first mini-assessment

Don't forget to check off your tasks in Canvas as you go!

Need Help?

If you're ever confused, post in the [Questions & Help](#) discussion board or message me directly in Canvas. Let's keep the learning process low-stress and fun.

## Appendix E

### *Notation and Symbols Instruction*

#### **Understanding Music Notation and Symbols**

Welcome to your first theory lesson! In this module, you'll learn how music is written and how to recognize the most important symbols you'll encounter in sheet music.

We'll start with the basics and build from there. No previous experience needed!

#### **The Staff and Clefs**

Music is written on a five-line system called a staff. Notes can appear on the lines or in the spaces between. At the beginning of the staff, you'll see a clef, which tells you which notes go where.

The two most common clefs are:

- **Treble Clef** (used for higher instruments and voices)
- **Bass Clef** (used for lower instruments and voices)

[Lesson: The Staff, Clefs, and Ledger Lines \(musictheory.net\)](#) Links to an external site.

#### **Note Names and Pitch**

There are only seven letter names in music: A–G. These letters repeat in a pattern across the staff. The higher a note appears, the higher it sounds.

- Notes on the lines and spaces correspond to specific pitches
- Middle C is a good reference point—it sits between the treble and bass clefs

#### **Note Values and Rests**

Each note symbol tells us how long to hold a sound. Some notes last longer than others. Here are a few to recognize:

- **Whole Note** = 4 beats
- **Half Note** = 2 beats
- **Quarter Note** = 1 beat
- **Eighth Note** =  $\frac{1}{2}$  beat

Rests are symbols that represent silence. They follow the same duration system as notes.

[Lesson: Note Durations \(musictheory.net\)](#)Links to an external site.

[Lesson: Rest Durations \(musictheory.net\)](#)Links to an external site.

### Time Signatures and Measures

Music is organized into measures using time signatures like 4/4 or 3/4. The top number tells you how many beats per measure. The bottom number tells you what kind of note gets one beat.

Example:

4/4 time means 4 beats per measure, and the quarter note = 1 beat.

[Lesson: Measures and Time Signature \(musictheory.net\)](#)Links to an external site.

### Visual Example

Here's an example of a basic staff with treble and bass clefs, a time signature, and labeled quarter notes:

The diagram shows a musical staff with two systems. The first system consists of a treble clef and a bass clef. The treble clef system contains four quarter notes labeled C, D, E, and F. The bass clef system contains a whole rest. The second system contains four quarter notes labeled G, A, B, and C. Red boxes highlight the treble clef, the time signature (4/4), a quarter note (F), and the second measure (G, A, B, C). Labels with arrows point to these elements: 'Treble Clef', 'Bass Clef', 'Time Signature', 'Quarter Note', and 'Measure'.

**Quick Self-Check**

Before moving on, take a moment to reflect:

- What's the difference between a quarter note and a half note?
- Which clef looks more familiar to you—treble or bass?

You're not expected to memorize everything right away—we'll practice this in the next assignment.

## **Appendix F**

### *Labeling Musical Symbols Assignment*

#### **Instructions:**

In this activity, you'll demonstrate your understanding of basic music symbols by labeling a worksheet. This includes clefs, note values, rests, and time signatures—key elements of reading music.

#### **What to Do:**

1. Download the blank worksheet linked below
2. Label each music symbol (1–10) with the correct term
  - You may complete the worksheet by hand or use digital annotation tools (Preview, Markup, Notability, etc.)
3. Upload a photo, screenshot, or PDF of your completed worksheet to this assignment

#### **Tips:**

- Use your notes, class examples, or the [Notation and Symbols Instruction](#) page for reference
- If you're unsure, make your best guess—this activity is meant for practice and feedback

#### **Submission Format:**

- Acceptable file types: .pdf, .jpg, .png
- Submission type: File Upload only
- Maximum 1 file

**Grading:**

- 10 points total (1 point per correct label)

**Musical Symbols Worksheet**

The image shows a musical score for a 4/4 piece. The treble clef staff contains the melody, and the bass clef staff contains whole rests. Ten red boxes are placed over specific musical symbols, each with a number above it:

- 1. Treble clef
- 2. First quarter note
- 3. Quarter rest
- 4. Second quarter note
- 5. Third quarter note
- 6. Fourth quarter note
- 7. Eighth rest
- 8. The entire final measure (including a whole rest and a double bar line)
- 9. The whole rest in the final measure
- 10. Bass clef

10. \_\_\_\_\_

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

## **Appendix G**

### *Note Reading Instruction*

#### **Reading Notes on the Staff**

Welcome to Week 2! Now that you've reviewed basic music symbols, it's time to learn how to read actual notes on the musical staff using the treble and bass clefs. Reading notes is essential for understanding written music, and this week will give you the tools and tricks to build fluency.

#### **What You'll Learn**

By the end of this week, you'll be able to:

- Identify the letter names of notes on the treble and bass clefs
- Understand the position of lines and spaces on each staff
- Use helpful memory tools to decode written music more easily

#### **Learning Materials**

##### **1. Instructional Video – Treble Clef & Note Reading**

Watch this introduction to the musical staff and treble clef from Khan Academy:

[Lesson 1: Staff, names of notes, treble clef \(Khan Academy\)](#)Links to an external site.

##### **2. Open Music Theory: Reading Clefs**

Explore this text-based lesson explaining how clefs assign pitch and how note positions work on the staff (stop after reading "Reading Bass Clef"):

[Open Music Theory – Clefs](#)Links to an external site.

Quick Tips

- Say the note names out loud as you study each clef
- Focus on one clef at a time until you're confident
- Use mnemonic devices to help recall lines and spaces (reading from bottom to top):
  - Treble Lines: **E-G-B-D-F** (Every Good Boy Does Fine)
  - Treble Spaces: **F-A-C-E**
  - Bass Lines: **G-B-D-F-A** (Good Boys Do Fine Always)
  - Bass Spaces: **A-C-E-G** (All Cows Eat Grass)

## **Appendix H**

### *Note Reading Practice Assignment*

#### **Overview:**

This activity will help you strengthen your ability to read notes in treble and bass clef. You'll complete an interactive exercise using musictheory.net, and submit a screenshot of your results.

#### **What to Do:**

1. Click the link below to begin the exercise
2. Complete at least 20 correct answers
3. Take a screenshot of your score
4. Upload your screenshot to this assignment

[Start the Exercise](#)[Links to an external site.](#)

#### **Submission Format:**

- Upload a .png or .jpg screenshot of your exercise summary
- Must show: 20 correct answers

#### **Grading:**

- 10 points total
- Full credit for completing 20 correct responses
- Partial credit available if less than 20

## **Appendix I**

### *Scales Instruction*

#### **Major and Minor Scales**

Welcome to Week 3! Now that you've learned how to read notes on the staff, it's time to explore scales — the building blocks of Western music. You'll start by learning how major and minor scales are constructed, how they sound, and how to build them using both notation and patterns of whole and half steps.

#### **What You'll Learn**

By the end of this week, you'll be able to:

- Define whole steps and half steps
- Identify the pattern of a major and natural minor scale
- Construct basic scales on a staff using correct notation
- Recognize the sound of major vs. minor scales

#### **Learning Materials**

##### **1. Instructional Video – What Is a Scale? Major and Minor Scales for Piano**

This beginner-friendly tutorial explains how scales are structured, demonstrates major and minor scales on the staff and keyboard, and uses visual and auditory aids to reinforce learning.

[Watch the Scales Video](#)[Links to an external site.](#)

##### **2. Text Lesson: Scales and Scale Degrees (Open Music Theory)**

Detailed explanation of the major scale structure, minor scale variations, and scale-degree naming (do-re-mi, tonic, dominant, etc.).

[Read the Scales ChapterLinks to an external site.](#)

### Quick Tips

- The major scale follows this pattern: **W – W – H – W – W – W – H**
- The natural minor scale: **W – H – W – W – H – W – W**
- Always use each letter name once when writing a scale
- Use a piano keyboard visual to help with step intervals

## **Appendix J**

### *Scale Building Activity*

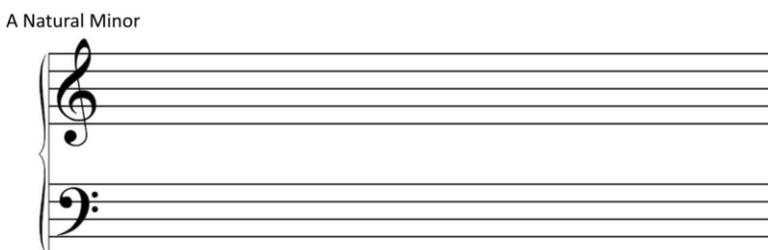
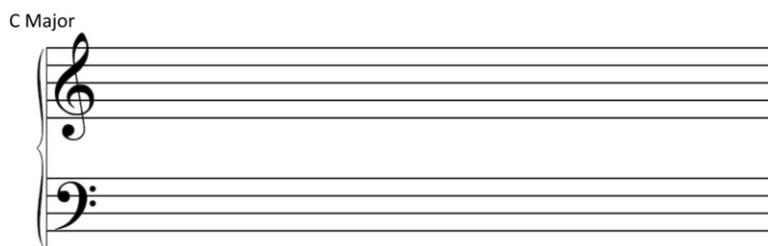
#### **Instructions:**

1. Download the scale-building worksheet below.
2. On the top treble clef staff, write a C major scale.
3. On the second treble staff, write an A natural minor scale.
4. Repeat the same for bass clef systems.
5. Write the note names beneath the notes.
6. Submit your completed PDF (or an annotated screenshot).

#### **Grading:**

- 10 points possible (2.5 points per scale)
- Correct notes in sequence (whole/half steps)
- Proper use of letter names (no duplicates/skips)
- Clearly notated on the correct clef staff

**[Download: Scale Building Worksheet \(PDF\)](#)**



## Appendix K

### *Listening Activity*

#### **Objective:**

Train your ear to recognize the difference between major and minor scales by listening and identifying them in an interactive exercise.

#### **What to Do:**

1. Click the link below to begin the exercise
2. Listen to each scale audio clip
3. Select whether it is Major or Minor
4. Complete at least 20 questions
5. Download a screenshot of your score
6. Upload the screenshot to this assignment

[Start the Ear Training Exercise: Major or Minor Scales](#)Links to an external site.

#### **Grading (10 points total):**

- **10 points:** 20+ questions completed with screenshot uploaded

- **8 points:** 15–19 questions completed
- **5–7 points:** Fewer than 15 or partially completed
- **0 points:** No submission

**Tips:**

- Listen more than once if needed before answering
- Use headphones to hear pitches clearly
- Pay attention to the emotional tone:
  - Major = bright/happy, Minor = darker/sadder

**Appendix L***Intervals Instruction***Musical Intervals**

Welcome to Week 4! You've built a strong foundation by learning how to construct and recognize scales. This week, we'll explore intervals — the distance between two notes.

Understanding intervals is essential for analyzing harmony, building chords, and identifying melodic motion.

**What You'll Learn**

By the end of this week, you'll be able to:

- Define an interval and how it is measured
- Identify intervals by size (2nd, 3rd, etc.) and quality (major, minor, perfect, etc.)
- Recognize intervals both visually (on the staff) and aurally (by ear)

**Learning Materials****1. Video: How to Read Basic Intervals**

This concise video explains how to read intervals on the staff and distinguish between whole and half steps. It's ideal for building both visual and theoretical understanding.

[Watch on YouTube](#)[Links to an external site.](#)

## 2. **Video: Intervals Made Easy**

This video provides a clear, step-by-step tutorial that unpacks how interval numbering works.

[Watch the Video](#)[Links to an external site.](#)

## 3. **Video: Interval Qualities**

This video explains how to identify perfect vs. major/minor intervals.

[Watch Part 2](#)[Links to an external site.](#)

## 4. **Open Music Theory: Intervals**

Covers interval naming, how to count generic and specific intervals, and introduces interval inversion.

[Read the Intervals Chapter](#)[Links to an external site.](#)

### **Quick Tips**

- To name an interval, count letter names inclusively (C to G = 5th)
- Then determine quality (e.g., perfect 5th, major 3rd, minor 6th)
- Major intervals become minor when lowered one half step
- Practice with piano visuals or flashcards for reinforcement

## Appendix M

### *Interval Building Activity*

#### **Objective:**

Practice building intervals on the staff by selecting the correct second note for a given interval.

#### **Instructions:**

1. Click the link below to open the interactive Interval Construction Exercise
2. Complete 20 correct answers (you can do more for extra practice!)
3. When done, take a screenshot of your score.
4. Upload the screenshot to this assignment

**[Start the Interval Construction Exercise](#)**Links to an external site.

#### **Grading (10 points total):**

<b>Criteria</b>	<b>Points</b>
20 correct answers with screenshot	10 points
15–19 correct answers	8 points

<b>Criteria</b>	<b>Points</b>
10–14 correct answers	6 points
Fewer than 10 or incomplete	0–4 points

**Tips:**

- Count letter names to find the interval size
- Adjust for quality using sharps/flats (e.g., a Major 3rd above F is A)

**Appendix N***Module 1: Reflect on Learning***Module 1: Reflect on Learning**

Now that you've completed Module 1, take a moment to reflect on what you've learned and how it's shaping your understanding of music theory.

**In your post, respond to the following:**

1. What is one concept from Module 1 that stood out to you?
  - What did you find surprising, interesting, or challenging about it?
2. How has learning about musical symbols or notation changed how you think about music?
  - Can you give an example of something you now notice or understand differently?
3. How do you see these foundational skills helping you in your musical future?

- Whether you perform, compose, or just enjoy music — how might you apply this knowledge?

### **Guidelines:**

- Write a thoughtful post
- Be specific and personal — this is about your learning
- Respond to at least one classmate with a meaningful reply

### **Grading (10 points total)**

<b>Criteria</b>	<b>Points</b>
Initial post addresses all 3 reflection questions clearly and thoughtfully	6 points
Response to at least one classmate shows engagement (not just “I agree”)	2 points
Writing is clear, respectful, and free of distracting errors	2 points

## **Appendix O**

### *Module 2 Overview*

## **Module 2: Applied Music Theory**

### **Weeks 5–6**

#### **Overview**

Welcome to Module 2! Now that you’ve developed foundational skills in music literacy, scales, and intervals, it’s time to apply your knowledge in real-world music tasks. This module focuses on chord analysis and melody creation — two essential skills for performers, composers, and music students preparing for college-level theory.

#### **What You’ll Learn**

By the end of this module, you will be able to:

- Analyze simple chord progressions using Roman numeral functions

- Recognize chord movement and harmonic patterns in popular music
- Compose a short melody using correct pitch relationships and scale structure
- Reflect on how theory supports creative decision-making

### **How You'll Learn**

You'll move through this module in small, manageable steps. Each section will include:

- A short reading or instructional video
- An interactive activity or guided example
- A short quiz or submission to check your understanding

### **Need Help?**

If you're ever confused, post in the [Questions & Help](#) discussion board or message me directly in Canvas. Let's keep the learning process low-stress and fun.

### **Appendix P**

#### *Triads and Roman Numeral Instruction*

#### **Triads & Roman Numeral Analysis**

In this week's lesson, you'll learn how triads form the foundation of chord structure and how to label those chords using Roman numerals. This builds the skills you need to analyze and understand harmonic progressions.

### **What You'll Learn**

By the end of this week, you will be able to:

- Identify and build the four basic types of triads: major, minor, diminished, and augmented
- Use Roman numeral notation to label chord functions in a key (e.g. I, ii, V, vi)
- Analyze chord progressions using triad and numeral labeling

### **Learning Materials**

### Video 1: Intro to Triads

Learn how triads are built using stacked thirds and explore major, minor, diminished, and augmented triads.

[Watch Intro to Triads](#)[Links to an external site.](#)

### Video 2: Roman Numeral Analysis for Chords

Next, apply that understanding to chord function in both major and minor keys.

[Watch Roman Numeral Analysis](#)[Links to an external site.](#)

### Reading: Open Music Theory – Triads

[Read Chapter](#)[Links to an external site.](#)

Explains how to determine chord qualities and functions in major and minor keys.

### Quick Tips

- Triads are built by stacking two intervals of a third on top of the root:
  - Major triad = Major 3rd + Perfect 5th
  - Minor triad = Minor 3rd + Perfect 5th
  - Diminished = Two minor 3rds
  - Augmented = Two major 3rds
- Use the Roman numeral system to label chords:
  - In major keys: I, ii, iii, IV, V, vi, vii<sup>o</sup>
  - In minor keys: i, ii<sup>o</sup>, III, iv, v, VI, VII
- Chord progressions like I–IV–V–I or vi–IV–I–V are extremely common in pop and classical music. Try listening to examples and writing out the chord labels you hear.

## **Appendix Q**

### *Chord Analysis Worksheet*

#### **Chord Analysis Worksheet – Roman Numerals in C Major & A Minor**

This assignment will give you hands-on practice identifying chord progressions using Roman numeral analysis, a system used in both classical and popular music theory.

#### **Instructions**

1. Download the worksheet using the link below
2. Each progression is written in either **C major** or **A minor**
3. For each chord progression label each chord using Roman numerals (e.g., I, vi, V, etc.)
4. In the final section, choose a chord progression from a song you know and try to label it using what you've learned

[Download the Chord Analysis Worksheet \(PDF\)](#) [Download](#) [Download the Chord Analysis](#)

[Worksheet \(PDF\)](#)

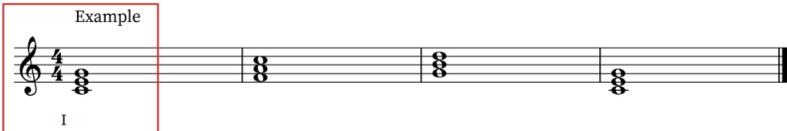
## Chord Analysis Worksheet – Week 5 (C Major & A Minor)

### Instructions:

For each chord progression, label each chord with its **Roman numeral**.

#### Part 1 – C Major Progressions

Example



1.



2.



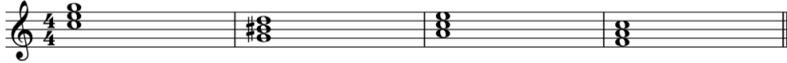
3.

#### Part 2 – A Minor Progressions

1.



2.



#### Part 3 – Reflection

Think of a song you know or enjoy. If you can figure out a short chord progression from it, write it here and try to label it using Roman numerals (you can look up the chord progression if needed): **Chord progression:** \_\_\_\_\_ **Roman Numerals:** \_\_\_\_\_

## Submission Guidelines

- Upload your completed worksheet as a PDF, image, or Google Doc
- You may fill it out digitally or print and scan/photograph it
- Be sure your Roman numerals are clearly labeled and your writing is legible

**Grading (10 points total)**

<b>Criteria</b>	<b>Points</b>
Correct Roman numeral analysis for 5 progressions	5
Completed and thoughtful reflection on your own example	3
Neatness, clarity, and overall effort	2

**Helpful Tips**

- Only two keys are used: C major and A minor
- Use what you know about scale degrees and triad qualities
- Uppercase = major, lowercase = minor
- Refer back to the videos and readings in this module if you get stuck

## Appendix R

### *Chord Progressions Discussion*

#### **Discussion: Chord Progressions in Popular Music**

Now that you've practiced Roman numeral analysis using chords from C major and A minor, it's time to apply those skills to the music you actually listen to.

In this discussion, you'll explore chord progressions used in popular songs and label them using Roman numerals based on what you've learned so far.

#### **Instructions:**

1. Choose a short chord progression from a popular song you enjoy or are familiar with (2–4 chords is fine!)
  - Example: C – G – Am – F
2. Identify the key
3. Label the progression using Roman numerals
  - Example: I – V – vi – IV
4. In your post, include:
  - Song title and artist
  - The chord progression
  - The Roman numeral analysis
  - A short explanation: How does the progression sound to you? Is it happy, sad, energetic, etc.?

**Example Post:**

**Song:** "Let It Be" – The Beatles

**Chords:** C – G – Am – F

**Roman Numerals:** I – V – vi – IV (Key of C Major)

**Reflection:** This progression feels comforting and hopeful. The vi chord gives it a gentle emotion before resolving to the IV and back to the I.

**Respond to a Classmate:**

After posting, reply to at least one other student. You might:

- Share your thoughts on their song choice
- Offer a suggestion or question about their analysis
- Talk about how the chords contribute to the song's feel

**Grading (10 points total)**

<b>Criteria</b>	<b>Points</b>
Original post includes song, chords, Roman numerals, and reflection	6
Meaningful reply to a classmate	2
Clear writing, respectful tone	2

## **Appendix S**

### *Composition Basics Instruction*

#### **Composition Basics – Writing Your Own Melody**

Welcome to Week 6! You’ve learned how music works — from reading notes to understanding scales, intervals, and chord progressions. Now it’s time to apply your knowledge creatively by composing a short melody of your own.

This week, we’ll explore what makes a melody “work” — including shape, rhythm, and tonal center — and guide you through composing an 8-measure melody using the tools you've practiced.

#### **What You’ll Learn**

By the end of this week, you’ll be able to:

- Create a melody using pitches and rhythms within C Major or A Minor
- Use stepwise motion and controlled leaps to shape your melody
- Structure phrase-based melody with logical pacing and rhythmic interest
- Reflect thoughtfully on compositional decisions

#### **Learning Materials**

##### **Video Lesson: Melody Writing for Beginners**

This video walks you through melody-building fundamentals: choosing rhythm, using scale tones, creating shape and direction, and writing short melodic motifs.

[Watch the Video](#) [Links to an external site.](#)

**Quick Tips for Success**

- Choose either C Major or A Minor to simplify pitch selection
- Keep melody within a comfortable range and start/end on the tonic
- Use primarily stepwise motion, with leaps utilized sparingly and thoughtfully
- Establish memorable phrases (e.g. 4+4 measures or repeated rhythmic motifs)
- Reference the video to guide choices about shape and phrasing

## Appendix T

### *Melody Composition*

#### **Melody Composition – 8-Measure Melody in C Major or A Minor**

Now that you've learned how melodies are structured, it's time to create your own! For this

assignment, you will compose an 8-measure melody using the music theory skills you've developed — including scale patterns, intervals, and rhythmic variety.

#### **Instructions**

1. Compose an original 8-measure melody in either C major or A minor
2. Use notation software, such as [Noteflight](#)Links to an external site.
  - You can create a free account and compose directly in your browser
3. Your melody should:
  - Stay in the chosen key (no accidentals)
  - Begin and end on the tonic note (C or A)
  - Use primarily stepwise motion with a few well-placed leaps
  - Have a clear rhythmic structure (e.g., repeated patterns or phrase balance)
4. Export your melody as a PDF or shareable Noteflight link
5. Submit your final melody file or link to this assignment

#### **Grading Rubric (10 points total)**

<b>Criteria</b>	<b>Points</b>
Melody is 8 measures long and in key	2

<b>Criteria</b>	<b>Points</b>
Melody begins/ends on tonic and follows clear form	2
Use of stepwise motion with occasional leaps	2
Rhythmic variety and balance	2
Overall clarity and notation effort	2

## Appendix U

### *Composition Reflection*

After completing your 8-measure melody, take a moment to reflect on the theory concepts, creative decisions, and challenges you encountered in the process. This short written reflection will help you think more deeply about how music theory supports composition.

### Instructions

In a short written response (approx. 1–2 paragraphs or 150–250 words), answer the following questions:

1. What theory concepts did you use while composing your melody?  
(e.g., scale structure, tonic/dominant relationships, stepwise motion)
2. What creative choices did you make, and why?  
(e.g., starting note, rhythmic patterns, use of repetition or contrast)
3. What challenges did you face when writing your melody, and how did you solve them?
4. How did this activity help you connect your music theory knowledge with creative expression?

### Submission

- Submit your response as a text entry or upload a Word or Google Doc
- Make sure your writing is clear, thoughtful, and your own work

### Grading Rubric (10 points total)

Criteria	Points
Describes use of music theory concepts	3

<b>Criteria</b>	<b>Points</b>
Explains creative and structural choices	3
Reflects on challenges and learning	3
Clear writing and complete submission	1