

## Where it all Began and Where it is Now...Music Theory

**WebQuest Description:** This WebQuest is intended to introduce to students to the wonderful world of music theory.

**Grade Level:** 9-12

**Curriculum:** Art / Music

**Keywords:** Music Theory, Theory, Chord Analysis, Analysis, Form

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### Introduction

Do you often find yourself asking, "How can I become a better musician?", "Why does Gb and F# sound the same?", or "Why do they use an F# in my Key Signature and I never play one?" The answer is: you have to have an understanding music theory! Once you have an understanding of notes, phrases, and other "behind the scenes" of music notation, you will be able to recognize patterns of music and be a better musician. HOW?...Since you know where the music is going, and you are more aware of what it means when accidentals are placed in a composition, you will be able to sing or play better. So, if you want to become a better musician, come along on this adventure!

### Tasks

After developing basic music theory knowledge, we will take a trip back in time in order to see what the early musicians were doing as far as notation is concerned. The final project will be up to you, the only requirement is that it shows your knowledge about the similarities and differences between music notation of the Medieval Era and music notation as we now know it; some ideas for final projects are: a paper, a slideshow, a speech, etc. If you have any idea for your project that is not listed, ask me to see if it is a possible final project.

### Process

Getting "Behind the Scenes" Click the link below, or copy and paste it into a new tab in your web browser. <http://musictheory.net/> Click on the "Lessons" tab Scan over the lessons that are given to you from top to bottom. When you see a lesson that you have not yet studied, click on it. For example; if you know what "dots and ties" are, but you don't know what "simple and compound meter" are, then click on "simple and compound meter." This is where your journey will begin. However, I recommend a complete refresher of all the lessons, so we are all on the same page. Once you are finished with your first lesson go on to the next lesson, and then the next, and the next, until... You get to a lesson called "Key Signature Calculation," "Interval Inversion" or "Voicing Chords," you will then click on the "Trainers" tab, located beneath the "Lessons" tab. Complete ten questions in the "Note Trainer" and ten questions in any other Trainer of your choice (It would be best to choose one that corresponds with the lessons you completed). When you are finished with the ten questions, show me your results on your computer how many questions you got correct or take a screen shot and email me the results. Now I would like you to research some forms of early notation. The time period I would like you to research is the Medieval Era. Below are some websites to help get you started. As a final project, you are to make a presentation (a paper, powerpoint, speech, etc.) explaining some of the differences you see between the way musicians in the Medieval Era notated music, and the way we notate music today. Be prepared to give some examples in class. Please use at least 2 more websites than those listed below, and give reference to them. Here are some helpful resources to get you started: <http://www.empire.k12.ca.us/capistrano/Mike/capmusic/medieval/medieval.htm> <http://library.thinkquest.org/15413/history/history-med.htm> <http://medievalwriting.50megs.com/word/music.htm> <http://archiv.radio.cz/hudba/mediev.html>

### Evaluation

**Evaluation Description:** This section describes the evaluation criteria needed to meet performance, and content standards. It gives you, the learner, information how your performance will be evaluated. For your sake, I am communicating to you: how you need move from Gruesome, to Good, to Great.

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Participation	The student is not doing any work, and is being a disturbance toward other students.	The student is doing some work, but is still being a disturbance.	The student is doing the work, but gets distracted sometimes.	The student never gets distracted, and has completed all the assigned work.	%20

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Presentation	The student shows no signs of learning any subject matter.	The student shows that he/she is moving in the right direction, but still needs some practice.	The student shows great skills, and is very close to mastering the subject matter.	The student has mastered the subject matter.	%50
Application	The student has not applied any of the material into his/her musical ensembles, or daily life.	The student is starting to apply some of the concepts of music theory in his/her musical ensembles, or daily life.	The student has shown application of the subject matter, but struggles to do it consistently.	The student consistently applies the knowledge of music theory in his/her musical ensemble, or daily life.	%30
				Total Score	%100

## Conclusion

Great Job! I hope you had a great time during this WebQuest, and I thank you for joining me on the journey. If you would like to continue your exploration of music theory, please use the website we have been using for this WebQuest; it's a great site. Here is another theory site I would recommend: <http://www.ashevillemusiclessons.com/category/music-theory/>

## Teacher Page

This WebQuest was created to get students to be more involved in the music they are singing or playing. Remind students that these skills don't only apply to classical music, they can take this information and apply it to popular music as well. Thank You to all the websites used; your attributions have helped students develop a much deeper understanding of music theory.

### Standards

### Credits

### Other