

Music Theory Keyboard Assignments

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This resource provides twenty music theory keyboard assignments, each composed of one or two exercises, that progress through the succession of music-theoretical topics commonly found in collegiate-level written theory curricula. These assignments also progress in terms of difficulty, helping students incrementally gain greater fluency at the keyboard. Relatedly, every exercise includes two or three options for students to self-select based upon their level of keyboard experience: Option A is for students with little or no prior keyboard experience, Option B is for students with some to moderate prior keyboard experience, and, when present, Option C is for students with advanced prior keyboard experience. At my institution, which adopts a comprehensive musicianship model for our undergraduate core music theory courses, these twenty keyboard assignments are distributed across two semesters in Music Theory I and Music Theory II. They are completed as video recordings that students upload to our learning management system.

Student Introduction

For the following keyboard assignments, select and perform one option for each exercise based upon your prior keyboard experience. Option A is for students with little or no keyboard experience, Option B is for students with some to moderate keyboard experience, and, when present, Option C is for students with advanced keyboard experience. Students with moderate or advanced keyboard experience cannot select Option A. Be honest about your level of keyboard skills and don't be afraid to challenge yourself! If you have questions about what option to choose, please send me an email.

Record a video of yourself performing each exercise and upload it to the appropriate assignment on Canvas. You may record with either your mobile device or computer. Some exercises also ask for a PDF of your written-out work, and some exercises require you to sing using a solmization system.

Each keyboard exercise is graded out of five points with a mastery-based grading system according to the rubric below. Further, you are allowed one redo on every exercise, if it is submitted by the initial due date, completed fully, and done with your best effort. If an exercise does not include a tempo marking, aim for a reasonable and musical speed. Performances that are exceedingly slow or include prolonged pauses will not receive full credit.

Points Awarded	Criteria
M = Mastery (5 points)	Work is perfect or very close to it. It demonstrates mastery of the material.
P = Pass (4 points)	Work is satisfactory, but it has multiple errors that indicate misunderstanding or carelessness. It is a fair assignment.
NP = No Pass (1 points)	Work is below an acceptable standard with many errors that indicate misunderstanding or carelessness.
X = No Submission (0 points)	No submission for the assignment.

Keyboard Assignment 1

Exercise 1 – Five-Finger Pattern

Major	Minor

Option A:

Play the five-finger pattern above in the following keys: C, D, and F. Note how it is both the major and minor version of each tonic pitch. Record the D and F performances in a single video. These must be performed hands together.

Option B:

Play the five-finger pattern above in the following keys: C, B, A, A $\flat$, and G. Note how it is both the major and minor version of each tonic pitch. Record the B, A, and A $\flat$ performances in a single video. These must be performed hands together.

Exercise 2 – Repertoire Example and Transposition

Option A:

Play “Brother John” in its original key (C major) and transpose it to D major. Record only the D-major performance.

The musical score for "Brother John" is presented in two systems, each with four measures. The first system contains the first two lines of the song, and the second system contains the last two lines. The melody is in the treble clef, and the bass line is in the bass clef. The lyrics are: "Are you sleep - ing, Are you sleep - ing, Broth - er John? Broth - er John? Time for break - fast! Time for break - fast! Please come on! Please come on!"

Option B:

Play “Merrily We Roll Along” in its original key (C major) and transpose it to E major. Record only the E-major performance.

Keyboard Assignment 2

Exercise 1 – Major and Minor Scales

The first system of the musical score is in 4/4 time. The treble clef staff contains a melody starting on middle C, with a triplet of eighth notes (C4, D4, E4) on the first measure, followed by quarter notes (F4, G4, A4, B4) in the second measure, and quarter notes (C5, B4, A4, G4) in the third and fourth measures. The lyrics 'Mer - ri - ly we roll a - long, roll a - long, roll a - long!' are written below the treble staff. The bass clef staff contains a constant eighth-note accompaniment pattern (C3, E2, G2, B1) in the first two measures, which then changes to a different pattern (C3, E2, G2, B1) in the third and fourth measures. The lyrics are aligned with the treble staff.

The second system of the musical score continues the melody from the first system. The treble clef staff contains a melody starting on middle C, with a triplet of eighth notes (C4, D4, E4) on the first measure, followed by quarter notes (F4, G4, A4, B4) in the second measure, and quarter notes (C5, B4, A4, G4) in the third and fourth measures. The lyrics 'Mer - ri - ly we roll a - long a - cross the deep blue sea.' are written below the treble staff. The bass clef staff contains a constant eighth-note accompaniment pattern (C3, E2, G2, B1) in the first two measures, which then changes to a different pattern (C3, E2, G2, B1) in the third and fourth measures. The lyrics are aligned with the treble staff.

Option A:

Play all four versions of the C scale above. Also be able to play all four scales in the keys of A and G. Record the C and A scales in a single video. You may choose hands together or just one hand.

Option B:

Play all four versions of the C scale above. Also be able to play all four versions in the keys of A, G, F, and E $\flat$. Remember that the E $\flat$ scales use a different fingering pattern than the C scales! Record the G and E $\flat$ scales in a single video. Perform hands together.

Major**Natural Minor****Harmonic Minor****Melodic Minor****Option C:**

Play all four versions of the C scale above. Also be able to play all four versions in the keys of D, E $\flat$, F, and F $\sharp$. Remember that the E $\flat$ and F $\sharp$ scales use a different fingering pattern than the C scales! Record the E $\flat$, F, and F $\sharp$ scales in a single video. Perform hands together.

Exercise 2 – Repertoire Example and Intervals

As the black - bird in the spring, 'neath the wil - low tree.

Intervals: 5 — — — —

Sat and piped I heard him sing, prais - ing "Au - ra Lee."

— — — — — — — —

Option A:

First, write in the generic intervals (2, 3, etc.) between the two hands on the lines provided and upload a PDF to Canvas. Second, upload your performance.

Option B:

First, write in the generic intervals (2, 3, etc.) between the two hands on the lines provided and upload a PDF to Canvas. Second, be able to play the piece in its original key (F major) and transposed to G major. Upload the G-major performance.

Option C:

First, write in the generic intervals (2, 3, etc.) between the two hands on the lines provided and upload a PDF to Canvas. Second, be able to play the piece in its original key (F major), G major, and A major. Upload the G-major and A-major performances in a single video.

Keyboard Assignment 3

Exercise 1 – Repertoire Example

5

D7/F#

G

9

G

G

D7/F#

G

Option A:

Perform “The Cuckoo” above.

Option B:

Be able to perform “The Cuckoo” above while singing along with the right-hand melody on scale-degree numbers.

Option C:

Be able to perform “The Cuckoo” above in the original key (G major) and transposed to the key of F major while singing along with the right-hand melody on scale-degree numbers. Record the F-major performance.

Exercise 2 – Doo-Wop Chord Progression

C: I vi IV V I

Option A:

Play the doo-wop progression above in the notated key (C major) and transpose it to B $\flat$ major. Record both keys in a single video. Don't forget to perform the repeat! An optional addition is to sing along with the bass line on scale-degree numbers while performing.

Option B:

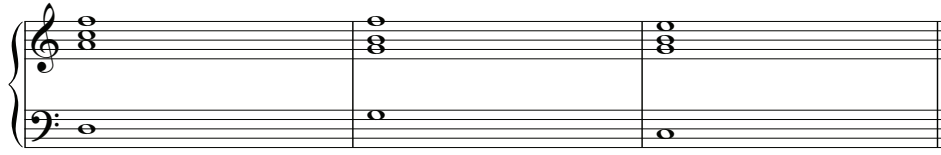
Play the doo-wop progression above in the notated key (C major) and transpose it to B $\flat$ major and A $\flat$ major. Record the B $\flat$ -major and A $\flat$ -major performances in a single video. Don't forget to perform the repeat! An optional addition is to sing along with the bass line on scale-degree numbers while performing.

Option C:

Play the doo-wop progression above in the notated key (C major) and transpose it to B $\flat$ major, A $\flat$ major, E major, and D $\flat$ major. Record the A $\flat$ -major, E-major, and D $\flat$ -major performances in a single video. Don't forget to perform the repeat! An optional addition is to sing along with the bass line on scale-degree numbers while performing.

Keyboard Assignment 4

Exercise 1 – Turnaround Chord Progression



C: ii⁷ V⁷ I⁷

Option A:

Play the turnaround progression above in C major, D major, and F major while singing along with the bass line on scale-degree numbers. Record the D-major and F-major performances in a single video.

Option B:

Play the turnaround progression above in C major, D major, E $\flat$ major, and E major while singing along with the bass line on scale-degree numbers. Record the D-major, E $\flat$ -major, and E-major performances in a single video.

Option C:

Play the turnaround progression above in C major, B major, B $\flat$ major, A major, and A $\flat$ major while singing along with the bass line on scale-degree numbers. Record the B-major, B $\flat$ -major, A-major, and A $\flat$ -major performances in a single video.

Exercise 2 – Note-Against-Note Harmonic Species Counterpoint¹

<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>5</td><td>D</td></tr> <tr><td>3</td><td>B$\flat$</td></tr> <tr><td>1</td><td>G</td></tr> </table>	5	D	3	B $\flat$	1	G	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>							<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>							<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>							<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>							<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>							<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>						
5	D																																															
3	B $\flat$																																															
1	G																																															
i	ii ⁰ or (4 ⁷)	III	iv	V ⁽⁷⁾	VI	vii ⁰																																										

Gm: i V VI i⁶ iv V⁷ i

Option A:

First, in the space provided above the staff, write the note names and scale degrees of the diatonic chords (don't forget the accidentals!). Second, compose a melody in note-against-note counterpoint with the bass line and write the generic pitch intervals (2, 3, etc.) between the bass line and melody. Upload a PDF of your exercise. Third, upload your performance.

Option B:

First, in the space provided above the staff, write the note names and scale degrees of the diatonic chords (don't forget the accidentals!). Second, compose a melody in note-against-note counterpoint with the bass line and write the generic pitch intervals (2, 3, etc.) between the bass line and your melody. Upload a PDF of your exercise. Third, play your counterpoint exercise in the original key (G minor) and transpose it to F minor. Record both keys in a single video.

Option C:

First, in the space provided above the staff, write the note names and scale degrees of the diatonic chords (don't forget the accidentals!). Second, compose a melody in note-against-note counterpoint with the bass line and write the generic pitch intervals (2, 3, etc.) between the bass line and your melody. Upload a PDF of your exercise. Third, play your counterpoint exercise in the original key (G minor) and transpose it to F minor and E minor. Record the F-minor and E-minor performances in a single video.

¹ This is an example of Harmonic Species Counterpoint, which I learned about from Seth Monahan while at the Eastman School of Music in 2013–2015. This approach studies contrapuntal principles in harmonic contexts, and it has proven to be highly effective for my Music Theory I students.

Keyboard Assignment 5

Exercise 1 – Counterpoint Unit Melody Composition

Option A:

Compose a melody to the left-hand piano accompaniment below. Use the content and skills from our study of melody and counterpoint, and include a combination of chord tones and non-chord tones. Create your melody using only the following three rhythmic patterns: dotted-quarter note, quarter note plus eighth note, and three eighth notes. Upload a video of your performance.

The musical notation for Option A consists of two staves. The first staff shows a sequence of chords: G: I, V⁶, I, IV⁶, ii⁶, V, V⁷. The second staff shows a sequence of chords: I, V⁶, I, IV⁶, ii⁶, V⁷, I. The notation is in G major, 6/8 time, with a treble clef and a key signature of one sharp (F#).

Option B:

Compose a melody to the left-hand piano accompaniment below. Use the content and skills from our study of melody and counterpoint, and include a combination of chord tones and non-chord tones. Create your melody using only the following three rhythmic patterns: dotted-quarter note, quarter note plus eighth note, and three eighth notes. Upload a video of your performance.

Two systems of musical notation for a piano exercise in G major, 6/8 time. The first system has four measures with chords G, I, V⁶, I, IV⁶, ii⁶, V, and V⁷. The second system has six measures with chords I, V⁶, I, IV⁶, ii⁶, V⁷, and I. Fingerings are indicated with numbers 1-5.

Option C:

Complete Option B and then transpose your composition to F major. Record just your F-major performance.

Exercise 2 – “Hey Jude” Play and Sing

5 F B^b F C C⁷ F

Hey Jude____don't make it bad, take a sad song and make it be - ter. Re-

mem-ber to let her in - to your heart, then you can sta - rt, to make it____ be - ter.

Option A:

Play and sing the excerpt of “Hey Jude” by the Beatles. You may sing the melody on text or scale-degree numbers.

Option B:

Play and sing the excerpt above of “Hey Jude” by the Beatles in the original key (F major) and transpose it to G major. You may sing the melody on text or on scale-degree numbers. Record the G-major performance.

Option C:

Play and sing the excerpt above of “Hey Jude” by the Beatles in the original key (F major) and transpose it to G major and A major. You may sing the melody on text or on scale-degree numbers. Record the G-major and A-major performances in a single video.

Keyboard Assignment 6

Exercise 1 – Keyboard Format Voicings Chord Progression

C Major

Right Hand Chords

Voicing 3

Voicing 2

Voicing 1

Left Hand Bass

Roman Numerals: I IV V I

Pop Chord Symbols: C F G C

Option A:

Record a single video where you perform the keyboard progression above three times, using all three right-hand chord voicings.

Option B:

Play Option A in C major and transpose it to E major. Record the E-major performance.

Option C:

Play Option A in C major and transpose it to E $\flat$ major and A $\flat$ major. Record the E $\flat$ -major and A $\flat$ -major performances in a single video.

Exercise 2 – Nursery Rhyme Play and Sing

Head, shoul- ders, knees and toes, knees and toes. Head, shoul- ders, knees and toes, knees and toes. ____

5 Eyes and ears and mouth and__ nose. Head, shoul- ders, knees and toes, knees and toes.

Option A:

Sing the melody of “Head, Shoulders, Knees, and Toes” while performing the harmonies at the piano in keyboard format.

Option B:

Play Option A in A major and transpose it to G major. Record the A-major and G-major performances in a single video.

Option C:

Play Option A in A major and transpose it to G major, B major, and D $\flat$ major. Record the B-major and D $\flat$ -major performances in a single video.

Keyboard Assignment 7

Exercise 1 – Tonic and Dominant Chord Progression

Cm: i i⁶ V V⁶ i

Option A:

Play the chord progression above in C minor and B minor. Record both keys in a single video.

Option B:

Play the chord progression above in C minor, B minor, A minor, and G minor. Record the B-minor and G-minor performances in a single video.

Option C:

Play the chord progression above in C minor, C# minor, F minor, and F# minor. Record the C#-minor, F-minor, and F#-minor performances in a single video.

Exercise 2 – Tonic and Dominant Chordal Singing

Everyone:

With the chord progression in Exercise 1 in C minor, perform the progression four times in a row while completing the following activities. Remember, you do not need to follow the notated rhythm.

1. Play the piano part while singing the bass line on scale degrees.
2. Play the piano part while vocally arpeggiating each chord in closed position on scale degrees. In other words, you should begin by singing the bass note, then arpeggiate up and down the remaining chord tones in closed position. (So, for instance, i⁶ should be 35153, and V⁶ should be 72527.)
3. Play the piano part while vocally improvising a melody in note-against-note counterpoint on scale degrees.

4. Play the piano part while vocally improvising a second melody on scale degrees. It can either be another note-against-note realization or, if you would like, a more musical melody that incorporates chord tones and non-chord tones from our melody and counterpoint unit.

Keyboard Assignment 8

Exercise 1 – Tonic, Subdominant, and Dominant Keyboard Realization

Bb: I V₄ I⁶ ii⁶ V₆⁸/₅ I

Option A:

Perform the chord progression above in keyboard format following our classical part-writing guidelines. Use the provided right-hand notes as your melody (i.e., the top note of your right-hand chords).

Option B:

Complete Option A, then transpose your realization to A major. Record the B $\flat$ -major and A-major performances in a single video.

Option C:

Complete Option A, then transpose your realization to A $\flat$ major, G major, and G $\flat$ major. Record the A $\flat$ -major and G $\flat$ -major performances in a single video.

Exercise 2 – Tonic, Subdominant, and Dominant Melody Harmonization

Harmonize the melody below in the classical style using only chords we have studied so far. For tonic function, use I and I⁶. For dominant function, use V, V⁶, V⁶⁻⁵₄₋₃, V⁷, V⁶₅, V⁴₃, V⁴₂, and vii^{o6}. For subdominant function, use IV, ii⁶, and ii⁶₅. You must use some chords beyond just root position I, IV, and V. It is recommended that you change chords every beat.



Option A:

Harmonize the melody by composing a bass line and providing a Roman numeral analysis. Perform the example as a two-part piano texture (melody in right hand and bass line in left hand). Upload your video performance and a PDF of your harmonization (so I can see your chords).

Option B:

Harmonize the melody by composing a bass line, providing a Roman numeral analysis, and completing a keyboard format realization by writing right-hand chords. Perform the example by singing the melody on scale-degree numbers and playing your keyboard format harmonization. Upload your video performance and a PDF of your harmonization (so I can see your chords).

Option C:

Complete Option B, then transpose it to E major. Record your F-major and E-major performances in a single video. Upload your video and a PDF of your harmonization (so I can see your chords).

Keyboard Assignment 9

Exercise 1 – Full Diatonicism Keyboard Realization

D: I ii_4^4 V_5^6 I vi ii_6^6 $V_4^8 \begin{smallmatrix} 8 \\ 4 \end{smallmatrix} \begin{smallmatrix} 7 \\ 3 \end{smallmatrix}$ I

Option A:

Perform the chord progression above in keyboard style following our classical part-writing guidelines.

Option B:

Complete Option A, then transpose your realization to E major. Record the D-major and E-major performances in a single video.

Option C:

Complete Option A, then transpose your realization to E major, G major, and B $\flat$ major. Record the E-major and B $\flat$ -major performances in a single video.

Exercise 2 – Full Diatonicism Melody Composition

Option A:

Compose a right-hand melody to the left-hand piano accompaniment below. Draw upon the content and skills from our melody and counterpoint unit and our classical music module. It is recommended that you use fairly simple rhythms. Upload a video of your performance.

Am E⁷/G# Am Dm/F

5 B^ø7/D Am/E E Am

Option B:

Compose a right-hand melody to the left-hand piano accompaniment below. Draw upon the content and skills from our melody and counterpoint unit and our classical music module. It is recommended that you use fairly simple rhythms. Upload a video of your performance.

Am E⁷/G# Am Dm/F

5 B^ø7/D Am/E E Am

Option C:

Complete either Option A or B and perform your composition down a whole step in G minor.

Keyboard Assignment 10

Exercise 1 – Full Diatonicism Melody Harmonization

Harmonize the melody below using an artful variety of the chords we studied during our classical music module. Use a variable harmonic rhythm with half notes and whole notes—and possibly quarter notes in some places.

A musical score for the song 'The Rose Tree'. The score is written for a single melodic line in 4/4 time. The melody is composed of eighth and quarter notes, with a final half note. The key signature is one flat (B-flat). The score is presented on a single staff with a treble clef. The lyrics are written below the staff, aligned with the notes. The title 'The Rose Tree' is centered at the top of the page.

5

The musical score for Example 10-10 is presented on a grand staff. The upper staff, featuring a treble clef and a key signature of one flat, contains a melody of eighth and quarter notes. The lower staff, featuring a bass clef, is empty. The score is divided into four measures by vertical bar lines.

Option A:

Harmonize the melody by composing just a bass line and providing a Roman numeral analysis. Perform the example as a two-part piano texture (melody in right hand and bass line in left hand). Upload your video performance and a PDF of your harmonization (so I can see your chords).

Option B:

Harmonize the melody by composing a bass line, providing a Roman numeral analysis, and completing a keyboard format realization by writing right-hand chords. Perform the example by playing your harmonization and singing the melody on scale-degree numbers. Upload your video performance and a PDF of your harmonization (so I can see your chords).

Option C:

Complete Option B, then transpose it to D major. Record just the D-major performance. Upload your video performance and a PDF of your harmonization (so I can see your chords).

Exercise 2 – Diatonic Popular Music Performance by Ear

Learn to play one of the following popular song excerpts below by ear on the piano using keyboard format. Also, you may return to the “smooth” part-writing guidelines from our study of folk songs and nursery rhymes (instead of our classical style part-writing guidelines), since they also apply to popular music. Use only the audio files uploaded to Canvas and do not consult any chord sheets online. Finally, be aware that each example includes more than one chord progression, so don’t play the same thing all the way through! Record yourself performing the example along with the audio file. Optionally, you can record yourself playing and singing the example on text without the audio file.

Option A:

“Time of Your Life” by Green Day (G major) – Beginning through the end of chorus 1

Option B:

“This Is Me” from The Greatest Showman (D major) – Beginning through the end of postchorus 1.

Keyboard Assignment 11

Exercise 1 – Leading-Tone and Supertonic Seventh Chords Keyboard Realization

Cm: i vii^{°7} i vii^{°4}₃ i⁶ ii^{°5} ii^{°7} V⁷ i

Option A:

Perform the chord progression above in keyboard format following our classical part-writing guidelines. Use the provided right-hand notes as your melody (i.e., the top note of your right-hand chords).

Option B:

Complete Option A, then transpose your realization to D minor. Record the D-minor performance.

Option C:

Complete Option A, then transpose your realization to D minor and E minor. Record the D-minor and E-minor performances.

Exercise 2 – Diatonic Review Chordal Singing

Bb: I IV I⁶ V⁶₅ I

With the chord progression above, perform the progression four times in a row while completing the following activities. Remember, you do not need to follow the notated rhythm.

1. Play the piano part while singing the bass line on scale degrees.
2. Play the piano part while vocally arpeggiating each chord in closed position on scale degrees. In other words, you should begin by singing the bass note, then arpeggiate up and down the remaining chord tones in closed position. (So, for instance, I^6 should be 35153, and V_5^6 should be 7245427.)
3. Play the piano part while vocally improvising a melody in note-against-note counterpoint on scale degrees.
4. Play the piano part while vocally improvising a second melody on scale degrees. It can either be another note-against-note realization or, if you would like, a more musical melody that incorporates chord tones and non-chord tones from our melody and counterpoint unit.

Keyboard Assignment 12

Exercise 1 – Subtonic and Mediant Chords Repertoire Example

Below is the beginning of Robert Schumann's "Armes Waisenkind," Op. 68, No. 6. While completing this assignment, pay attention to the VII and III chords in measures 2 and 6—and how these measures could also be heard as temporary modulations!

Langsam
p

Am: i V⁷ i i VII III III ii[♭]₅ V

5 i V⁷ i i VII III III ii[♭]₅ V⁷ i

Option A:

Perform the excerpt.

Option B:

Perform the excerpt while singing along with the bass line on scale-degree numbers.

Option C:

Be able to play the excerpt in the original key (A minor) and transposed to G minor. Record the G-minor performance.

Exercise 2 – Second-Inversion Triads Chord Progression

G: $I^3 = 4 = 3$ (pedal) I V_4^6 I^6 $V_4^6 = 3$ (cadential) I I_4^6 I (arpeggiating)

Option A:

Perform the chord progression above in G major (original key) and transpose it to F major. Record the F-major performance.

Option B:

Perform the chord progression above in G major (original key) and transpose it to F major and B major. Record the F-major and B-major performances in a single video.

Option C:

Perform the chord progression above in G major (original key) and transpose it to A $\flat$ major, B major, and D $\flat$ major. Record the A $\flat$ -major, B-major, and D $\flat$ -major performances in a single video.

Keyboard Assignment 13

Exercise 1 – D2 Sequence Play and Sing

Perform the “Fly Me to the Moon” excerpt below as a play-and-sing activity. The piano part is a descending fifths (D2) sequence, which you can choose whether or not to write out in notation. You may sing the melody either on text or scale-degree numbers. If desired, but not required, you may perform the left hand as a walking bass line rather than as whole notes.

Melody

Fly me to the moon and let me sing a - mong the stars,

Piano

Cm Fm Bb Eb

5

let me see what spring is like on ju - pit - er and mars.

Ab D° G Cm

Option A:

Perform the example above.

Option B:

Play the example above in C minor and transpose it to D minor. Record the D-minor performance.

Option C:

Play the example above in C minor, D minor, and E minor. Record the D-minor and E-minor performances.

Exercise 2 – D3 Sequence Keyboard Realization

G: I V vi iii IV I IV V I

Option A:

Perform the example above in keyboard format.

Option B:

Complete Option A, then transpose your realization A major. Record the A-major performance.

Option C:

Complete Option A, and transpose the example to A major and B major. Record the A-major and B-major performances.

Keyboard Assignment 14**Exercise 1 – Applied Dominant Chordal Singing**

Eb: I vi V⁶/V V V⁶₅ I

Perform the progression above four times in a row while completing the following steps:

1. Play the piano part while singing the bass line on scale degrees.
2. Play the piano part while vocally arpeggiating each chord in closed position on scale degrees. For the applied chord, you can either perform scale degrees in the original key or “modulate” your scale degrees temporarily to the dominant.
3. Play the piano part while vocally improvising a melody in note-against-note counterpoint on scale degrees.
4. Play the piano part while vocally improvising a second melody on scale degrees. It can either be another note-against-note realization or, if you would like, a more musical melody that incorporates chord tones and non-chord tones from our melody and counterpoint unit.

Exercise 2 – Applied Dominant Play and Sing

Play and sing the excerpt below of Elvis Presley’s “Love Me Tender.” Notice the V^7/V in the second measure. For the piano accompaniment, use keyboard format with our popular style part-writing guidelines.

The musical notation is in D major (one sharp, F#). The first staff contains the melody for the first line of the song: "Love me ten - der, love me sweet, nev - er let me go." The chords indicated above the staff are D, E⁷, A⁷, and D. The second staff contains the melody for the second line: "You have made my life com - plete, and I love you so." The chords indicated above the staff are D, E⁷, A⁷, and D. The key signature is one sharp (F#).

Option A:

Perform the play-and-sing excerpt in D major (original key) and E major. Record the D-major and E-major performances in a single video.

Option B:

Perform the play-and-sing excerpt in D major (original key), E major, and F major. Record the E-major and F-major performances in a single video.

Option C:

Perform the play-and-sing excerpt in D major (original key), E $\flat$ major, E major, F major, and F $\sharp$ major. Record the E $\flat$ -major, E-major, and F $\sharp$ -major performances in a single video.

Keyboard Assignment 15

Exercise 1 – Applied Chords Keyboard Realization



Cm: i V⁶ i V⁷/iv iv V⁷ i VI vii⁰⁷/V V V₅⁶ i

Option A:

Perform the chord progression above in keyboard format following our classical part-writing guidelines. Use the provided right-hand notes as your melody (i.e., the top note of your right-hand chords).

Option B:

Complete Option A, then transpose your realization to B minor. Record the B-minor performance.

Option C:

Complete Option A, then transpose your realization to B minor and G minor. Record the B-minor performance and G-minor performances in a single video.

Exercise 2 – Applied Chords Melody Composition

Option A:

Compose a melody to the left-hand piano accompaniment below. Upload a video of your performance.

5

G: I V⁶/vi vi IV⁶ vii⁰⁶/V V⁸—7

Option B:

Compose a melody to the left-hand piano accompaniment below. Upload a video of your performance.

5

G: I V⁶/vi vi IV⁶ vii⁰⁶/V V⁸—7

Option C:

Complete Option B, then transpose your composition to A major. Record just your A-major performance.

Keyboard Assignment 16

Exercise 1 – Modulation Repertoire Example

The musical score is in D major (one sharp). The first system consists of 8 measures. The second system begins with a measure rest labeled '5' and continues for 8 measures. The bass line includes Roman numerals for each measure.

First System:

- Measure 1: D: I
- Measure 2: V₅[♯]
- Measure 3: I
- Measure 4: I⁶
- Measure 5: IV
- Measure 6: I⁶
- Measure 7: V
- Measure 8: (no numeral)

Second System:

- Measure 9: I
- Measure 10: V₅[♯]
- Measure 11: I
- Measure 12: A: IV
- Measure 13: V₂[♯]
- Measure 14: I⁶
- Measure 15: ii⁶
- Measure 16: V
- Measure 17: I
- Measure 18: (no numeral)

Option A:

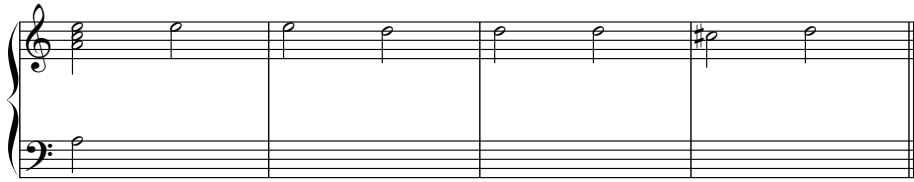
Perform the example above.

Option B:

Perform the example above in the original key (D major) and transpose it up a whole step to E major. Record just the E-major performance.

Option C:

Perform the example above in the original key (D major) and transpose it to E major and F major. Record the E-major and F-major performances in a single video.

Exercise 2 – Modulation Keyboard Realization

Am: i V⁶ V⁴/₂/iv iv⁶ |
 Dm: i⁶ VI iv V⁷ i

Option A:

Perform the chord progression above in keyboard format following our classical part-writing guidelines. Use the provided right-hand notes as your melody (i.e., the top note of your right-hand chords).

Option B:

Complete Option A, then transpose your realization down a step (beginning in G minor). Record both performances in a single video.

Option C:

Complete Option A, then transpose your realization down a whole step (beginning in G minor) and up a whole step (beginning in B minor). Record the G-minor and B-minor performances in a single video.

Keyboard Assignment 17

Exercise 1 – Binary Form Melody Harmonization

Option A:

Harmonize the melody below in the Baroque style by composing a bass line and writing a Roman numeral analysis. Use only quarter notes and half notes for your bass line, except at cadences where you can use a whole note in some cases. Submit a PDF of your harmonization and a video of your performance. *You do not need to perform the repeats.*

Option B:

Complete Option A. In addition, upload a performance of measure 1-8 transposed up a half step (beginning in F minor).

Option C:

Complete Option A. In addition, also upload a performance of the entire example transposed up a half step (beginning in F minor).

Start in Em

Em: HC

7

G: PAC

12

Em: HC

Em: PAC

Keyboard Assignment 18

Exercise 1 – Modulation Chordal Singing

C: I IV I⁶ ii V⁷ i

Am: iv

Perform the progression above four times in a row while completing the following steps. Be sure to modulate your scale-degree numbers for every step (you can choose whether or not to repeat the pivot chord with both keys' scale degree number). Remember, you do not need to follow the notated rhythm.

1. Play the piano part while singing the bass line on scale degrees.
2. Play the piano part while vocally arpeggiating each chord in closed position on scale degrees. *Remember to start from the bass note.*
3. Play the piano part while vocally improvising a melody in note-against-note counterpoint on scale degrees. *This means one melody note per chord.*
4. Play the piano part while vocally improvising a second melody on scale degrees. It can either be another note-against-note realization or, if you would like, a more musical melody that incorporates chord tones and non-chord tones from our melody and counterpoint unit.

Option A:

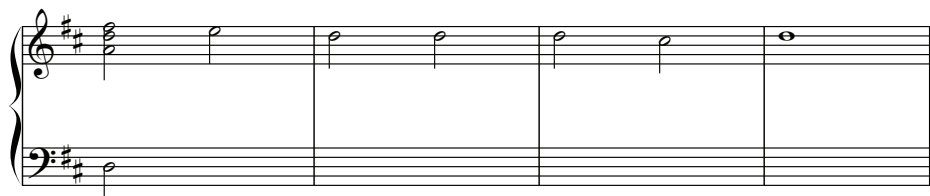
Perform the activity in the notated key.

Option B:

Complete Option A. Second, upload another video of you performing the progression (no singing) transposed up a perfect fifth (beginning in G major).

Option C:

Complete Option A. Second, upload a video of you performing the progression (no singing) transposed up a minor third (beginning in E $\flat$ major) and up a perfect fifth (beginning in G major).

Exercise 2 – Modal Mixture Keyboard Realization

D: I V $\flat$ VI iv vii⁰⁷/V V I

Option A:

Realize the progression above in keyboard format, completing the bass line and the rest of the right-hand harmonies. Perform your realization. *Be sure to add the appropriate accidentals for the modal mixture and applied chords.*

Option B:

Complete Option A, then transpose your realization to E major. Record the D-major and E-major performances in a single video.

Option C:

Complete Option A, then transpose your realization to E major and F major. Record the E-major and F-major performances in a single video.

Keyboard Assignment 19

Exercise 1 – Ternary Form Repertoire Example

Option A:

Perform the piece below.

♩ = about 120

8

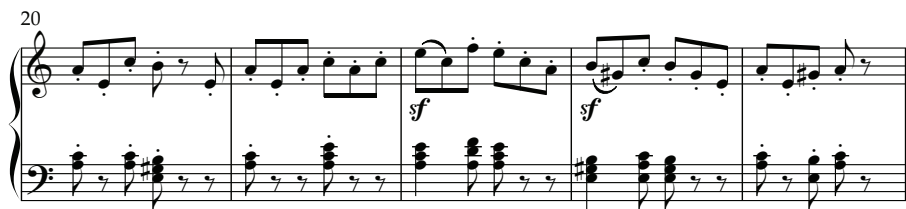
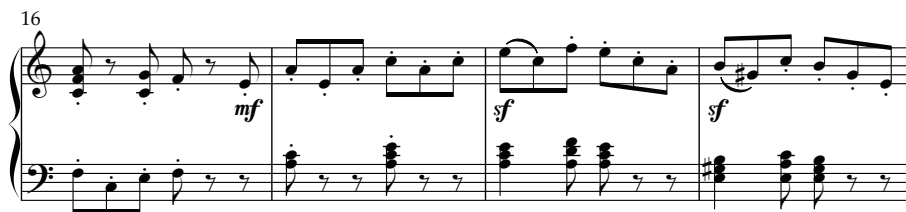
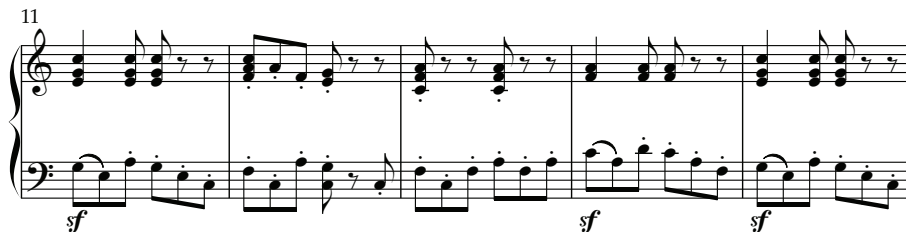
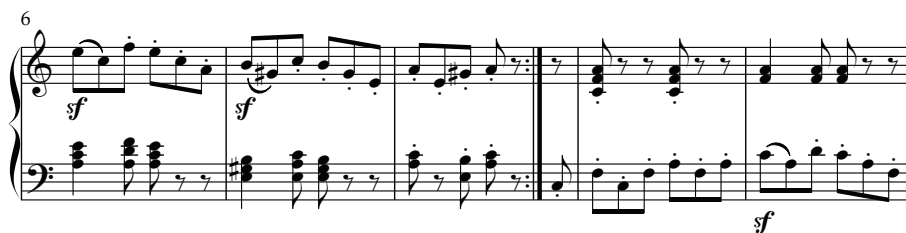
16 **Fine**

24 **D.S. al Fine**

Option B:

Perform Robert Schumann's "Wilder Reiter," Op. 68, No. 8. You do not need to perform the repeats.

Lebhaft.



Keyboard Assignment 20

Exercise 1 – Chromatic Popular Music Play and Sing

Perform one of the songs below as a play and sing exercise. Sing the melody (on text or scale-degree numbers). For the piano accompaniment, use keyboard format with our popular style part-writing guidelines. Be on the lookout for accidentals in your chromatic chords!

Option A:

“Belle” from *Beauty and the Beast*

There goes the bak-er with his tray like al- ways. The same old bread and rolls to

C: I V⁷ I V I V vi V⁶

sell. Ev-ery morn-ing just the same, since the morn-ing that we came, to this

I IV V I IV V I
bVII bVI

poor pro - vin - cial town "Good morn - ing Belle!"

iv V⁷ bVI V⁷ I

Option B:

“Blackbird” by the Beatles

G: I ii⁷ I⁶ I IV⁷ V⁶/V V vii⁰⁷/vi vi ^bVI⁺
(means augmented triad)

5

V IV iv I⁶ V⁷/V V⁷ I