

## Familiar Foundations Lesson 1 Overview (1 of 2)

This lesson introduces undergraduate students to the fundamentals of pitch-class set theory, a crucial analytical tool in 20th and 21st-century music. The introduction will be made using familiar music of the common practice era before introducing the music of the 20<sup>th</sup> and 21<sup>st</sup> century which relies on and often necessitates this form of analysis. Through lecture, guided analysis, and hands-on exercises, students will learn to identify, notate, and analyze pitch-class sets, laying the groundwork for atonal music studies next lesson.

### Learning Objectives

- Observe Pitch groupings in melody and harmony of common practice music.
- Translate commonly seen chords into pitch-class notation.
- Understand and apply integer notation for pitch-classes.
- Explore basic operations: transposition and inversion of sets.

### Lesson 1 Activities (50 minutes)

1. Introduction (3 minutes)
  - Flash Atonal Excerpt of Choice on the screen
  - Brief discussion: Why do we need new analytical tools for atonal music?
2. Core Concepts (12 minutes)
  - Define pitch-class and introduce integer notation.
  - Link early concepts such as whole/half steps and building major/minor triads.
3. Understanding Pitch-Class Sets (10 minutes)
  - Define "pitch-class set": An unordered collection of pitch-classes.
  - Show how to extract a pitch-class set from a musical excerpt.
  - Example: Write diatonic and chromatic chords on the board and derive their sets.
  - Example: Write a melody with a real sequence on the board and identify the relevant set(s).
4. Set Operations: Transposition and Inversion (10 minutes)
  - Explain set transposition and inversion.
  - Work through a simple example with the class and introduce Clock Diagrams
5. Guided Practice (10 minutes)
  - Distribute handouts with short musical excerpts.
  - Students identify and notate PC sets, and practice transposing/inverting them in small groups.
6. Discussion and Wrap-Up (5 minutes)
  - Discuss challenges and observations from practice.
  - Q&A: Address student questions.

### Assessment

- Participation in guided practice and group work on a Common Practice piece of choice.

### Homework/Extension

- Read handout on pitch-class set theory (can replace with textbook chapter if desired).
- Analyze [Bach Chorale of Choice, preferably one previously analyzed] using pitch-class set theory: identify sets, and perform basic operations.
- Analyze [Mozart Melody of Choice] looking for pitch relationships, sets, and possible links between areas of the melody.

### Additional Notes

- Encourage students to use both staff notation and integer notation for clarity.
- Remind students that set theory helps reveal structure in music where traditional tonal analysis may not apply.
- Could integrate enharmonic respellings as reinforcement before introducing atonality

## Familiar Foundations Lesson 2 Overview (2 of 2)

This lesson continues to introduce undergraduate students to the fundamentals of pitch-class set theory, a crucial analytical tool in 20th and 21st-century music. The students will transfer their PC Set Theory tools from the familiar realm of the common practice era to their first atonal analysis. Through lecture, guided analysis, and hands-on exercises, students will learn to identify, notate, and analyze pitch-class sets, laying the groundwork for further atonal music studies.

### Lesson 2 Activities (50 minutes)

1. Introduction (5 minutes)
  - Review of Homework questions
2. Review of Core Concepts and Operations (10 minutes)
3. Analysis of Diatonic RNs vs Pitch-Class Sets (Optionally with Recipe Book” handout) (10 minutes)
  - Discuss the implications of Major and Minor triads breaking down to the same prime form.
  - Discuss the implications of the Dominant Seventh sharing a Prime Form with Gr+6
4. Guided Walkthrough of Atonal Analysis (15 minutes)
  - Flash Atonal Excerpt of Choice from lesson 1 on the screen and accompany with handouts
  - Students identify and notate pitch-class sets, and practice transposing/inverting them in small groups.
  - Walk Through Analysis in broad strokes
5. Discussion (10 minutes)
  - Discuss challenges and observations from practice.
  - Q&A: Address student questions.
  - Preview next lesson: Flash Atonal Excerpt of a new piece on board. “This is now looking a bit more sane, isn’t it?”
  - Assign as Homework

### Assessment

- Participation in guided practice and group work on a Common Practice piece of choice.

### Homework/Extension

- Additional Reading if desired. For advanced students, the charts from Forte’s *Structure of Atonal Music*. For others, a guided analysis of a Second Viennese atonal work of choice.
- Analyze a work using pitch-class set theory: identify sets, and perform basic operations.

### Additional Notes

- Encourage students to use both staff notation and integer notation for clarity.
- Remind students that set theory helps reveal structure in music where traditional tonal analysis may not apply.