

Art of Composing
ACADEMY

**Music Composition
201
Workbook**

**Version 1.4,
22 Jul 2016**

<http://www.artofcomposing.com/courses/music-composition-201-sonata-form>

Introduction	4
Module 1: Building the Skills Required to Compose in Sonata Form	6
Lesson 1 - Exercise 1-1-1: Beethoven Piano Sonata No. 1, Mvt. 1 Analysis	7
Lesson 2 - Exercise 1-2-1: Creating Functional Chord Progressions	22
Lesson 2 - Exercise 1-2-2: Modulation Plans	27
Lesson 3 - Exercise 1-3-1: Transcribe a Theme by Ear	31
Lesson 3 - Exercise 1-3-2: Loosening Techniques	36
Lesson 4 - Exercise 1-4-1: Creating and Modifying Motives	44
Module 2: Exploring Unconventional Themes	48
Lesson 1 - Exercise 2-1-1: Hybrid Theme 1 - Antecedent + Continuation	49
Lesson 2 - Exercise 2-2-1: Hybrid Theme 2 - Antecedent + Cadential	51
Lesson 3 - Exercise 2-3-1: Hybrid Theme 3 - Compound Basic Idea + Continuation	53
Lesson 4 - Exercise 2-4-1: Hybrid Theme 4 - Compound Basic Idea + Consequent	55
Lesson 5 - Exercise 2-5-1: Compound Theme 1 - Compound Period	57
Lesson 6 - Exercise 2-6-1: Compound Theme 2 - Compound Sentence	61
Lesson 7 - Exercise 2-7-1: Thematic Introductions and Post-Cadential Material	63
Module 3: The Exposition	65
Lesson 2 - Exercise 3-2-1: The Main Theme Basic Idea	66
Lesson 2 - Exercise 3-2-2: The Complete Main Theme	68
Lesson 3 - Exercise 3-3-1: The Subordinate Theme	70
Lesson 4 - Exercise 3-4-1: The Transition	73
Module 4: The Development	76
Lesson 2 - Exercise 4-2-1: The Pre-Core	77
Lesson 3 - Exercise 4-3-1: The Large Scale Model	79
Lesson 3 - Exercise 4-3-2: Sequencing Your Large Scale Model	82
Lesson 3 - Exercise 4-3-3: Completing Your Development	84
Module 5: The Recapitulation	89
Lesson 2 - Exercise 5-2-1: The Recapitulation Main Theme	90
Lesson 3 - Exercise 5-3-1: The Recapitulation Transition	93
Lesson 4 - Exercise 5-4-1: The Recapitulation Subordinate Theme	96
Module 6: The Slow Introduction and Coda	102
Lesson 2 - Exercise 6-2-1: The Slow Introduction	103
Lesson 3 - Exercise 6-3-1: The Coda	105
Module 7: Score Cleanup Checklist	108
Score Information	108

Layout	108
Text	108
Dynamics	108
Articulation	108
Spacing	108
Notation	108
Appendix A - Basic Idea Harmonic Patterns	109
Appendix B - Basic Idea With Repetition	110
Appendix C - Closely Related Key Chart	111
Appendix D - Pivot Chord Charts	112
Appendix E - Accompaniment Patterns	113
Appendix F - Functional Progression Charts	116
Major Progression Chart	116
Minor Progression Chart	116
Appendix G - Blank Staff Paper	117
Appendix H - The Complete Beethoven Map	118

Introduction

This workbook is designed to go hand in hand with the Music Composition 201 course located in the Art of Composing Academy. If you are reading this, and you are not a member, I suggest checking it out at:

<http://www.artofcomposing.com/courses/music-composition-201-sonata-form>

Stick to the Instructions

As a general rule, I've found most of the problems that students face when completing these exercises go back to not completely following the instructions. Remember, I am trying to teach specific skills in these exercises. These are not "concert pieces" and may sound a little boring. But they teach skills that will improve your "concert" composing. Stick to the instructions, and you will learn.

Perseverance

The key to completing a long composition like this, is perseverance. This may be the longest composition you've ever completed. Just realize, that it is hard work, and difficult for any composer. It was even difficult for Beethoven. So you are in good company.

Modeling and Compositional Maps

One of the core elements of the Sonata Form Course, is modeling Beethoven's composition closely, in order to learn how he controls, harmony, melody, form, energy, and overall design. Throughout, we'll reference **compositional maps**, which are simplifications of the real composition. The complete map is located in **Appendix H**.

The goal of modeling, is not to create something that is completely "unique," but to **learn**. I will try my best to point out patterns, and concepts that you can use in other compositions, but the real learning happens when you start to notice them yourself. Look for common chord progressions, modulation paths, accompaniment patterns and so on.

Exercise Format

The goal of this manual, along with the course, is to teach you the skill of checking your own work, and critiquing it. In order to facilitate this, each section generally has the following sections.

1. **Purpose.** This section gives a short, concise explanation of why you are doing the exercise. I want to make sure you understand the reason for learning and practicing specific skills, so you know how to apply them later on.
2. **Instructions.** Each section has detailed instructions, which supplement the videos.
3. **Tips for Complete This Exercise.** This section has additional information to make completing the exercise a little easier or more fruitful. These are not usually mandatory, but they are highly recommended.

4. **The Exercise.** Each section has the exercise sheets within it. You do not have to download them separately, although you can if you want. Under each video that has an exercise, you can find the separate exercise sheets there.
5. **Check Your Work.** Finally there is a check your work section. This gives step by step guidance on what to look for, including common mistakes other students make. There is also frequently an example from me. This goes hand in hand with the videos of me completing each exercise.

Exercise Labels

To try and head off confusion, each exercise is labeled as follows:

1. The first number is the module.
2. The second number is the lesson within that module.
3. The third number is the exercise within that lesson.
4. If it is a supplemental piano exercise, it has a “P” at the end.

For example, the exercise for “Module 1: Lesson 2 - The Use of Harmony in Sonata Form” is Exercise 1-2-1. Module 1, Lesson 2, Exercise 1.

Good luck, and have fun becoming a better composer.

Module 1: Building the Skills Required to Compose in Sonata Form

Module 1 lays the foundation for really diving into the techniques of composing in sonata form. We will do some analysis, some ear training, some score copying, and then a lot of paraphrase exercises. After this module, you will be ready to tackle the different formal sections of a sonata form piece with confidence.

Lesson 1 - Exercise 1-1-1: Beethoven Piano Sonata No. 1, Mvt. 1 Analysis	7
Exercises 1-1-1 - Beethoven Analysis	8
Exercises 1-1-1 - Beethoven Analysis: Check Your Work	15
Lesson 2 - Exercise 1-2-1: Creating Functional Chord Progressions	22
Exercises 1-2-1 - Creating Functional Chord Progressions	23
Exercises 1-2-1: Check Your Work	25
Lesson 2 - Exercise 1-2-2: Modulation Plans	27
Exercises 1-2-2 - Modulation Plans	28
Exercises 1-2-2: Check Your Work	29
Lesson 3 - Exercise 1-3-1: Transcribe a Theme by Ear	31
Exercises 1-3-1 - Transcribe a Theme by Ear	32
Left Blank So You Don't Peak	33
Exercises 1-3-1: Check Your Work	34
Exercises 1-3-1: Analysis	35
Lesson 3 - Exercise 1-3-2: Loosening Techniques	36
Exercises 1-3-2 - Loosening Techniques	38
Lesson 4 - Exercise 1-4-1: Creating and Modifying Motives	44
Exercise 1-4-1 - Creating and Modifying Motives	46
Exercise 1-4-1: Check Your Work	47

Lesson 1 - Exercise 1-1-1: Beethoven Piano Sonata No. 1, Mvt. 1 Analysis

Purpose

The purpose of this exercise is to go over an analysis of a single movement in sonata form. For this, we will use Beethoven's Piano Sonata No. 1, Mvt. 1.

Instructions

Read through the score while listening to a recording of the movement. Try and identify the different formal sections, and how they fit together.

Tips For Completing This Exercise

Analysis takes time to perfect, but there are some things that you should look out for before hand.

1. Cadences usually signal important events, like phrases, themes, or even the culmination of entire sections. Be on the lookout for any kind of cadence, but especially for Perfect Authentic Cadences.
2. Repeat barlines are also very important. You will tend to see them at the ends of expositions.
3. Look for changes in texture, as they normally happen between interthematic sections, like the exposition, the transition, the subordinate theme and so on.
4. Listen for repetition or model-sequence technique.

Exercises 1-1-1 - Beethoven Analysis

Sonata

Op. 2, No. 1

Ludwig Van Beethoven

Allegro ♩=170

The image displays the first 24 measures of the first movement of Beethoven's Sonata Op. 2, No. 1. The score is written for piano in F major, 2/4 time, with a tempo of Allegro (♩=170). The key signature has one flat (Bb). The score is divided into five systems, each containing a grand staff (treble and bass clef). Measure numbers 1, 5, 9, 15, and 21 are indicated at the start of their respective systems. The notation includes various musical symbols such as notes, rests, accidentals, and dynamic markings: *p* (piano) at measure 1, *sf* (sforzando) at measure 5, *ff* (fortissimo) at measure 11, and *p* (piano) at measure 17. There are also articulation marks like accents and slurs, and specific performance instructions like *rit.* (ritardando) at measure 11. Triplet markings (3) are present in measures 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, and 23. The score ends with a double bar line at measure 24.

25

29

33

37

41

47

f

p

sf

rit.

ff

p

3

3

Detailed description: This is a musical score for piano, spanning measures 25 to 47. The key signature is three flats (B-flat, E-flat, A-flat). The score is written for two staves, treble and bass. Measure 25 starts with a treble staff containing a half note G4, a half note F4, and a half note E4, all beamed together. The bass staff has a continuous eighth-note pattern. Measure 29 continues the eighth-note pattern in the bass. Measure 33 features a treble staff with a half note G4, a half note F4, and a half note E4, all beamed together. The bass staff has a half note G3, a half note F3, and a half note E3, all beamed together. Measure 37 continues the eighth-note pattern in the bass. Measure 41 features a treble staff with a half note G4, a half note F4, and a half note E4, all beamed together. The bass staff has a half note G3, a half note F3, and a half note E3, all beamed together. Measure 47 starts with a treble staff containing a half note G4, a half note F4, and a half note E4, all beamed together. The bass staff has a continuous eighth-note pattern. The score includes various dynamics such as *f*, *p*, *sf*, *rit.*, *ff*, and *p*. There are also triplets in measures 45 and 46.

53

fp

57

sf

61

fp

65

sf

69

sf

73

77

81

85

89

93

Detailed description: This image shows a page of musical notation for a piano piece, spanning measures 73 to 96. The music is written in a key with three flats (B-flat, E-flat, A-flat) and a common time signature. The notation is in grand staff (treble and bass clefs). Measures 73-76 show a steady eighth-note accompaniment in the bass with whole notes in the treble. Measures 77-80 continue this pattern. Measures 81-84 introduce some rests in the treble. Measures 85-88 feature trills in the treble. Measures 89-92 continue with whole notes in the treble. Measures 93-96 introduce triplet figures in the treble. The bass line remains a consistent eighth-note accompaniment throughout.

98

101

105

109

114

119

123

127

131

135

139

ff

sf

sf

sf

p

ff

sf

sf

sf

pp

The musical score is for a piano piece in 4/4 time, featuring a key signature of three flats (B-flat, E-flat, A-flat). The score is divided into six systems, each containing two staves (treble and bass clef). The first system (measures 119-122) shows a melodic line in the treble staff with a long slur over measures 120-122, and a steady eighth-note accompaniment in the bass staff. The second system (measures 123-126) continues the melodic line with slurs and includes some grace notes. The third system (measures 127-130) features a more active treble staff with eighth-note patterns and slurs, while the bass staff continues with eighth notes. The fourth system (measures 131-134) introduces dynamic markings: *ff* (fortissimo) in the treble staff at measure 131, and *sf* (sforzando) in the bass staff at measures 132, 133, and 134. The fifth system (measures 135-138) shows a *p* (piano) marking in the treble staff at measure 135, followed by *ff* in the bass staff at measure 136, with *sf* markings in the bass staff at measures 137 and 138. The sixth system (measures 139-142) begins with a *pp* (pianissimo) marking in the treble staff at measure 139, followed by a series of chords and single notes in both staves.

144

148

Exercises 1-1-1 - Beethoven Analysis: Check Your Work

Sonata

Op. 2, No. 1

Allegro ♩=170

Ludwig Van Beethoven

Main Theme - Sentence

Basic Idea #1

p

3

3

Transition - Sentential

9 Transition - Sentential

3

Extended Cadential

15 Extended Cadential

A musical score for a piano piece, labeled '15 Extended Cadential'. The score is written for a grand piano (treble and bass clefs) in a key signature of three flats (B-flat, E-flat, A-flat). The melody in the treble clef consists of eighth and quarter notes, with a final measure containing a whole note and a half note. The bass clef accompaniment features a steady eighth-note pattern in the first measure, followed by rests and chords, and then a series of eighth notes in the final measure. A bracket above the treble staff indicates the 'Extended Cadential' section, which spans the first three measures of the system.

Subordinate Theme - Sentential

21 Subordinate Theme - Sentential



2

26

30

Expanded Cadential

33

Extension

37

Codettas

41

PAC

46 *rit.* **Pre-core** 3

ff *p*

3

51

3 3 3 3

55 **Core** Model *sf* *fp*

Model *sf* *fp*

59 *sf*

sf

63 *sf* *fp* Sequence

Sequence *sf* *fp*

4

67

Sequence Sequence

71

Sequence

75

79

Extended Standing on the Dominant

83

tr tr

87

91

96

Recapitulation - Main Theme

100

105

6

Musical score for measures 110-114. The key signature has five flats (B-flat, E-flat, A-flat, D-flat, G-flat). The melody in the right hand features a triplet of eighth notes in measure 110, a half note in 111, and a triplet of eighth notes in 112. The left hand has a triplet of eighth notes in measure 110 and a half note in 111. Measures 112-114 show a sustained chord in the right hand and a half note in the left hand.

Musical score for measures 115-119. The melody in the right hand features a triplet of eighth notes in measure 115, a half note in 116, and a half note in 117. The left hand has a triplet of eighth notes in measure 115 and a half note in 116. Measures 117-119 show a sustained chord in the right hand and a half note in the left hand.

Subordinate Theme in Primary Key

Musical score for measures 120-123. The melody in the right hand features a half note in measure 120, a half note in 121, and a half note in 122. The left hand has a half note in measure 120, a half note in 121, and a half note in 122. Measures 123 shows a sustained chord in the right hand and a half note in the left hand.

Musical score for measures 124-127. The melody in the right hand features a half note in measure 124, a half note in 125, and a half note in 126. The left hand has a half note in measure 124, a half note in 125, and a half note in 126. Measures 127 shows a sustained chord in the right hand and a half note in the left hand.

Musical score for measures 128-131. The melody in the right hand features a half note in measure 128, a half note in 129, and a half note in 130. The left hand has a half note in measure 128, a half note in 129, and a half note in 130. Measures 131 shows a sustained chord in the right hand and a half note in the left hand.

132

ff *p*

sf sf sf

136

ff *pp*

sf sf sf

140

145

149

Lesson 2 - Exercise 1-2-1: Creating Functional Chord Progressions

Purpose

The purpose of this exercise is to practice creating functional chord progression using the functional harmony chord chart.

Instructions

Using the charts on the next page, create multiple progressions that are functional. Each progression will have a different requirement, to ensure you understand how to use the charts:

1. Pick a key in which you will write a progression.
2. Starting on the tonic of that key, pick chords moving from left to right on the chart.
3. If necessary, use the additional boxes on the chart that cover applied dominants, VII, iii, or V6/4.
4. When you move left on an arrow, that is considered a harmonic rotation.
5. Follow the instructions for the specific progression problems.
6. It may also help to circle each rotation, so you can see your progressions clearly.
7. Write in the progression in box 1 below using the actual chord symbols, like C or Dmin.
8. In the 2nd row, write out the Roman numerals.
9. In the 3rd row, label the function of each chord. Use T for Tonic, P for Pre-dominant, D for Dominant, and AD for applied dominant. If you use modal borrowing, place an M before the function, so MP would be a modally borrowed pre-dominant.
10. You do not need to fill every cell in the row.

Example

Create a major functional progression that uses all of the main chords in the chart (I,vi,IV,ii,vii,V) and has at least two rotations. Write it in box 1 below using the actual chord symbols, like C or Dm. In the 2nd row, write out the Roman numerals, and in the 3rd row, label the function of each chord.

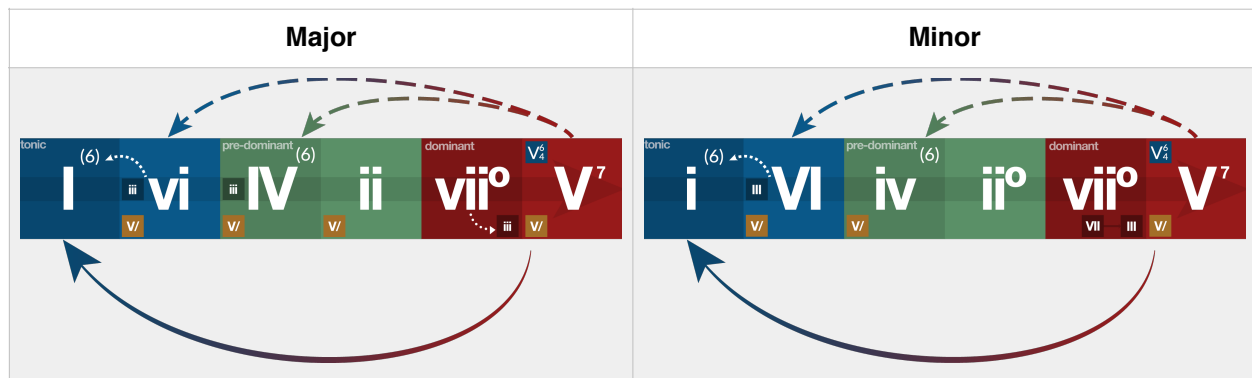
	C	Dm	G7	Am	F	B°	G7	C
2	I	ii	V7	vi	IV	vii°	V7	I
3	T	P	D	T	P	D	D	T

Tips For Completing This Exercise

Attempt to create these in your head first and then play them at the piano. Once you've created them, then try to memorize them. This way, you can internalize the chord progressions and start becoming fluent in functional harmony. There is nothing wrong with a simple progression, but as because these exercises are purely harmonic, meaning we are not concerned with melody, texture, or form, really try to stretch your abilities and create interesting chord progressions.

NOTE: Larger versions of the charts can be found in Appendix F.

Exercises 1-2-1 - Creating Functional Chord Progressions



NOTE: Larger versions of these charts are located in Appendix F.

Progressions:

- A. Create a major functional progression that uses all of the main chords in the chart (I,vi,IV,ii,vii^o,V) and has at least two rotations.

- B. Create a minor functional progression that uses all of the main chords in the chart (i, VI, iv, ii°, vii°, V) and has at least two rotations.

- C. Create a major functional progression utilizing several applied dominants and three harmonic rotations.

- D. Create a minor functional progression utilizing several applied dominants and three harmonic rotations.

- E. Create a major harmonic progression that uses modal borrowing, and the iii chord. Have at least two harmonic rotations.

1												
2												
3												

- F. Create a major harmonic progression that uses modal borrowing, and the III and VII chords. Have at least two harmonic rotations.

1												
2												
3												

Exercises 1-2-1: Check Your Work

There are many possibilities for your progressions, so these are just suggestions.

1. Ensure that the first and last chords in all progressions are a tonic chord.
2. Ensure that each of the steps of the progression lead from T to P to D. If it doesn't is there a reason for it? It is possible to have multiple Ts, Ps, or Ds, in a row.
3. Ensure each rotation has at least a Tonic and a Dominant in the progression. So that it is a complete rotation.

How to check your work (this applies to all lessons).

1. Go through each check your work step, one at a time.
2. Identify any mistakes based on that step.
3. Do not attempt to look for all of the steps at once, you will miss mistakes.
4. Use the examples as guides for checking your work.

Examples

- A. Create a major functional progression that uses all of the main chords in the chart (I,vi,IV,ii,vii,V) and has at least two rotations.

1	C	Am	Dm	B°	C	F	G7	C			
2	I	vi	ii	vii°	I	IV	V7	I			
3	T	T	P	D	T	P	D	T			

- B. Create a minor functional progression that uses all of the main chords in the chart (i,VI,iv,ii°,vii°,V) and has at least two rotations.

1	Cm	D°	G7	Ab	Fm	B°	G7	Cm			
2	i	ii°	V7	VI	iv	vii°	V7	i			
3	T	P	D	T	P	D	D	T			

- C. Create a major functional progression utilizing several applied dominants and three harmonic rotations.

1	C	D7	G7	C	E7	Am	C7	F	G7	C	G7	C
2	I	V7/IV	V7	I	V7/vi	vi	V7/IV	IV	V7	I	V7	I
3	T	AD	D	T	AD	T	AD	P	D	T	D	T

- D. Create a minor functional progression utilizing several applied dominants and three harmonic rotations.

1	Cm	C7	Fm	G7	Ab	D°	G7	Cm	Eb7	Ab	G7	Cm
2	i	V7/iv	iv	V7	VI	ii°	V7	i	V7/vi	vi	V7	i
3	T	AD	P	D	T	P	D	T	AD	T	D	T

E. Create a major harmonic progression that uses modal borrowing, and the iii chord. Have at least two harmonic rotations.

1	C	Em	Am	Dm	Fm	G7	C	Eb7	Ab	G7	C	
2	I	iii	vi	ii	iv b	V7	I	V7/ b VI	b VI	V7	I	
3	T	-	T	P	MP	D	T	AD	MT	D	T	

F. Create a minor harmonic progression that uses modal borrowing, and the III and VII chords. Have at least two harmonic rotations.

1	Cm	F	G7	Cm	Bb	G7	Cm	Eb	Ab	B°	Cm	
2	i	IV	V7	i	VII	V7	i	III	VI	vii°	i	
3	T	MP	D	T	-	D	T	-	T	D	T	

Lesson 2 - Exercise 1-2-2: Modulation Plans

Purpose

The purpose of this exercise is to practice modulating to the most common subordinate, and development keys.

Instructions

1. Using the given modulation plan, you will map out chord progression from start to finish, so that you hit all of the required keys, and return to tonic.
2. Pick a modulation plan
3. Pick a home key.
4. Identify the pivot chords that can be used between each key.
5. Write a functional chord progression up to the pivot chords.
6. If you are not able to find a direct pivot chord, because the modulation is to a distantly related key - such as $\flat VI$, then try to think of other ways in which you could easily but smoothly transition. See the "Modulation to $\flat VI$ and $\flat III$ " section below, for more information. You will need to do a direct modulation to the parallel minor in this case.
7. If the home key is major, assume all keys following are part of normal major harmony unless modified with a accidental.
8. If the home key is minor, assume all keys following are part of normal minor harmony unless modified with an accidental.
9. Be sure to confirm the home key, subordinate key with cadences. Other development keys do not need full cadences, so you could just use a simple dominant harmony leading into the key.

Tips For Completing This Exercise

As before, you should practice this mentally first, attempting to write progressions from your head without the aid of a piano or notation software. The goal is to understand the theory on a deep level. This doesn't mean you should attempt to "hear" in your mind's ear, what the progression sounds like. You should.

If you want to gain even more benefit from the exercise, practice playing these at the piano, with good voice leading between chords. This means there should be as little movement as possible in the right hand, and the left hand can hit the bass notes. This is called keyboard style. It will be even more beneficial if you attempt to add some accompaniment patterns found in **Appendix E**.

Modulation to $\flat VI$ and $\flat III$

Even though we have not covered modulation to distantly related keys, there are a few things to point out that will make these keys easier to modulate to. First, notice they are both closely related to the parallel minor. This is probably the easiest way to quickly modulate. You can directly modulate from major to it's parallel minor. If we are in C major, you do a direct modulation to C minor (no pivot required, you can just change when it feels right). From C minor, both $E\flat$ and $A\flat$ are closely related and you can pivot to them easily.

Exercises 1-2-2 - Modulation Plans

Modulation Plans:

Home Key	Subordinate Key	Development Key 1	Development Key 2	Development Key 3	Home Key
I	V	vi	ii	iii	I
I	V	$\flat$ VI	iii	ii	I
i	III	VI	v	V	i
i	v	III	VI	V	i

Exercises 1-2-2: Check Your Work

As before, there are many possible ways to create these progressions, so I will not give you every conceivable option. Here are a few examples, and some guidelines for going through the progressions.

1. Make sure you have labeled each part of your progression, so that you can quickly understand what you have written. Label functions, Roman numerals, and the actual chord name.
2. Ensure you have a dominant harmony leading into each new tonic. You'll find that as you move through the development keys, a full cadence is not necessary or desired. But you should have some sort of dominant chord, such as a vii° or an inversion of V.
3. Make sure you have a clearly identifiable and correct pivot chord, unless it is a direct modulation, as in directly modulating to the parallel minor or major.

How to check your work

1. Go through each check your work step, one at a time.
2. Identify any mistakes based on that step.
3. Do not attempt to look for all of the steps at once, you will miss mistakes.
4. Use the examples as guides for checking your work.

This is the plan I've chosen for the example.

I	V	vi	ii	iii	I
---	---	----	----	-----	---

First step is to choose a home key. In this case, why don't we go with F major. So now we can label all the keys.

I	V	vi	ii	iii	I
F	C	Dm	Gm	Am	F

From this point on, we will want to identify pivot chords. Here I label the all of them with a slash, so I can see quickly what the chord is in the new key. Notice from G minor to A minor, they are not closely related. In order to accomplish the modulation, I do a parallel minor direct modulation from D major (Dominant of Gm) to Dm (Sub-dominant of Am).

I	vi/ii	V	IV/III	vi	VI/III	ii	V⇒v	iii	III/V	I
F	Dm	C	F	Dm	Bb	Gm	D ⇒ Dm	Am	C	F

Once we get the pivot chords down, it is just a matter of creating the progressions. Label the function of the chord below. T = tonic, D = dominant, P = Pre-dominant, M = mediant, ST = Sub-tonic (used once from III to VII), and pivot chords should be slashes. For example the first move from F to C would look like this:

I	V ^{6/5}	I	vi/ii	V ⁷ /V	V ⁷	I
F	C ⁷ /E	F	Dm	D ⁷	G ⁷	C
T	D	T	T/P	P	D	T

Follow along the entire plan, in this manner. You will end up with a progression that looks something like the one below. Notice also, that I use inversions quite freely. Don't be afraid of using an inversion to make your bass line sound more interesting.

First modulation: F to C

I	V ^{6/5}	I ⁶	vi/ii	V7/V	V7	I
F	C7/E	F/A	Dm	D7	G7	C
T	D	T	T/P	P	D	T

Second modulation: C to Dm

I	IV	V7	vi	IV/III	V7	i
C	F	G7	Am	F	A7	Dm
T	P	D	T	P/M	D	T

Third modulation: Dm to Gm

i	ii ^{o6}	i ⁶	VI/III	VII	vii ^{o6/5}	i ⁶
Dm	E ^o /G	Dm/F	Bb	F	F ^{o7} /A	Gm/Bb
T	D	T	T/M	ST	D	T

Fourth modulation: Gm to Am

i	iv	V ^{6/5} /V	V	v/iv	V ^{4/2}	i ⁶
Gm	Cm	A7/C#	D	Dm	E7/D	Am/C
T	P	P	D	D/P	D	T

Fifth modulation: Am to F

i ⁶	V ^{4/3}	i	iv/vi	vii ^{o6/5} /V	V7	I
Am/C	E7/B	Am	Dm	B ^{o7} /D	C7	F
T	D	T	P	P	D	T

Once you've completed your progression, then I recommend playing through it at the piano with the left hand playing the bass notes, and the right hand playing simple triads and sevenths. This way, you get to see what you plan sounds like. Practice transposing on the spot using the roman numerals as well.

Lesson 3 - Exercise 1-3-1: Transcribe a Theme by Ear

Purpose

Ear training is absolutely fundamental to any composer. So we are going to take some time to practice it. This theme will end up being used for the follow on exercises. The goal is to start to improve your internal musical ear, so you can hear themes and figures in your head and write them down with the aid of a piano, your chosen instrument, or notation software. As we go through the course, these exercises will increase in difficulty.

Instructions for Transcribing

1. Utilizing the ear training recording, transcribe the melody, to the best of your ability.
2. For now, the only requirement is to transcribe the melody. You do not need to transcribe the harmony or left hand accompaniment. However, you can if you want.
3. Once you have finished transcribing it, use the check your work section.
4. The goal here is to work on your relative pitch. So you can not use an instrument, notation software, pitch pipe, or anything else, other than your own voice.
5. If you are worried at this point, don't - you're correct, this will be difficult.
6. I will give you the first note. It may or may not be tonic.

Tips For Completing This Exercise

Transcribing can be a difficult thing for many people, especially if you have never done it. But it is vital... I repeat... vital to your growth as a composer. So here are my tips for transcribing.

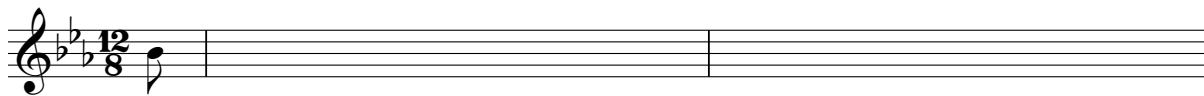
1. Start with the rhythm. Many people have difficulty with the relative pitch of notes, however, almost everyone can identify the beat, and the rhythm of the notes. So a great way to start, is just count the number of measures, and then sketch out the rhythm of the melody above or below the staff.
2. Find the tonic notes. Many times, just after hearing the piece, you are able to clearly hear which note is the tonic note. If you have the rhythm, you can identify which notes specifically are the tonic as you follow along the rhythm. Every time you hear the tonic, make a tick or try to write it in quickly. You can keep the sound of the tonic in your head by humming it, as the piece moves along.
3. Much like the tonic sticks out, other key notes stick out - the 3rd, and the 5th. Listen for half steps to the tonic, and to the 3rd.
4. Even though the harmony does not need to be transcribed yet, use it to your advantage.
5. Go with your gut instinct. Even if you're wrong, you'll learn more that way.
6. Don't cheat by looking ahead, you are only cheating yourself.

Exercises 1-3-1 - Transcribe a Theme by Ear

No peaking on the next page until you're done!

You can find the audio at <http://www.artofcomposing.com/topic/thematic-loosening-techniques> just under the video.

♪=132



Left Blank So You Don't Peak

Exercises 1-3-1: Check Your Work

$\text{♩} = 132$

3

How to check your work

1. Check your melody against the melody above. Once you've done that, copy the entire theme, including the left hand part below. This may seem tedious, but it will improve your composing.
2. Go slow, be meticulous. Try to copy the way the notation looks, the length of the beams, the spacing, etc.
3. You can use your own staff paper for this.
4. Once you've copied it, attempt to do your own analysis of the piece. What sticks out to you. What is important to you.
5. Once you're done, look at the analysis on the next page, and watch the analysis video.

$\text{♩} = 132$

3

Exercises 1-3-1: Analysis

Key: Tonic is red, 5th is green, 3rds are blue

Basic Idea

Basic Idea

Key signature: B-flat major (two flats). Time signature: 12/8. Tempo: ♩ = 132.

Harmonic analysis for the first system:

- I_{ped.}
- (vii^o)
- I
- PT
- V⁷/ii
- ii_{ped.}
- (vii^o/ii)
- ii

Continuation + Cadential

Harmonic analysis for the second system:

- V⁷
- V⁴₂/vi
- vi
- vii^o/V
- V⁶₄
- V⁷
- I

Harmonic acceleration →

PAC

Lesson 3 - Exercise 1-3-2: Loosening Techniques

Purpose

The purpose of this exercise is to practice loosening a theme by Beethoven. This theme is the main theme from his Piano Sonata No. 1.

Instructions for Transcribing

1. Copy by hand, the main theme from Beethoven's Piano Sonata No. 1.
2. Using Beethoven's melody, harmonic outline, and accompaniment figures, attempt to use the loosening techniques described from the video.
3. Once complete, check your work against the examples that I've composed. If you get stuck on a specific technique, you can watch the exercise example videos, in which I've gone through and use all the techniques on this theme.
4. After completing the techniques, identify points at which there is asymmetrical grouping, functional redundancy, functional efficiency, or functional deficiency.

Example - Beethoven's theme, expanded

Allegro $\text{♩}=117$

Sonata
Op. 2, No. 1

Ludwig Van Beethoven

Tips For Completing This Exercise

This exercise is the first of many paraphrase exercises that we will do. Right now, we are focused on specifically the loosening techniques, but later we will learn about all sorts of ways to rethink your music, including Synonymia, Enallage, Synecdoche, Periphrasis, Comparatives, Relatives, Amplification, Diminutio, changing the accompaniment, metric structure, and melodic figuration. Many of these have analogues in classical rhetorical training.

1. When copying, go slow as before. Slow is smooth, and smooth is fast. Really think about what you are copying. Try to hear the melody in your head. Try to hear the harmony, and they way they interact. Look for things that escaped you before. There are always little aha moments when you take your time with great music.
2. I find for the best connection with the music, it helps to write in continuous units or phrases. For instance, you may write the melody of the basic idea, and then it's accompaniment first. Follow this with the melody of the repetition and it's accompaniment. This way, you focus on the total effect of the line, and not just single notes stacked on each other.
3. For other kinds of music, such as orchestral, or strict counterpoint, you may focus on the texture of a single chord in the orchestra, or the intervals, but this is homophonically based music.

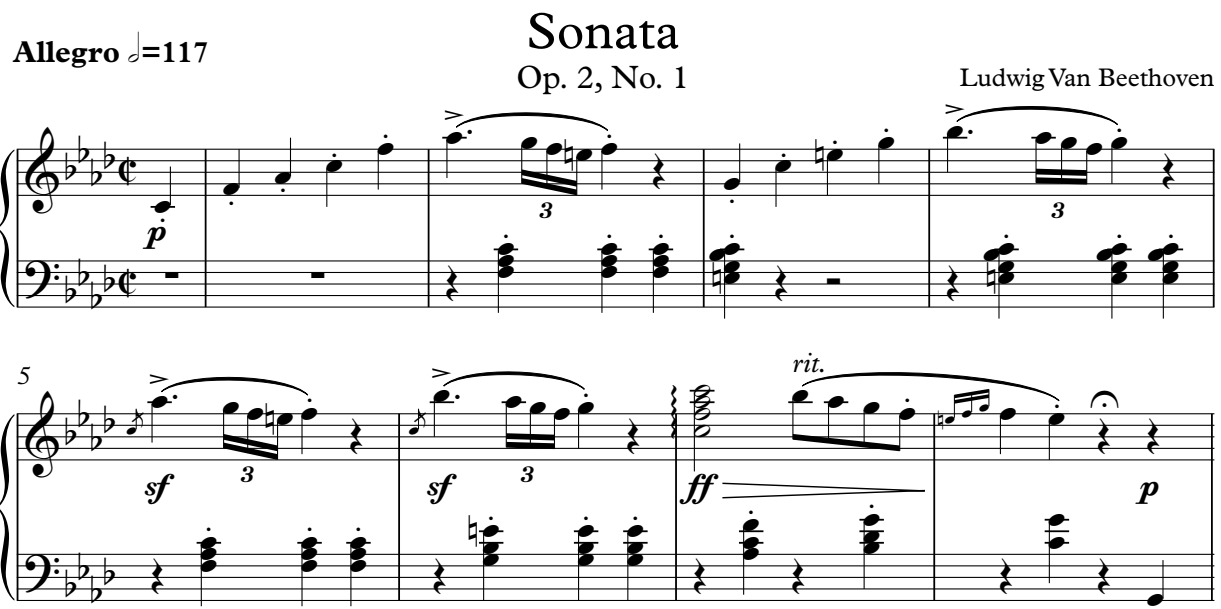
Exercises 1-3-2 - Loosening Techniques

Copy this theme by hand.

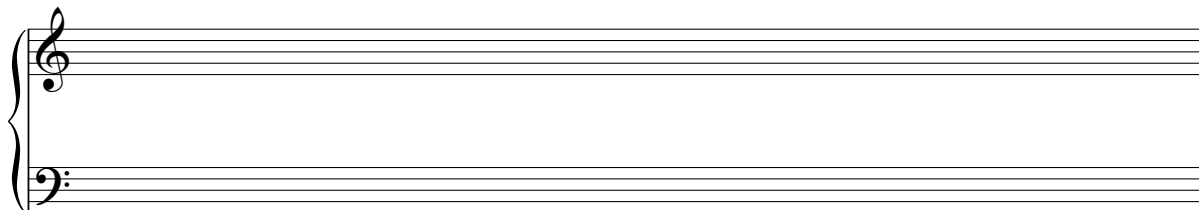
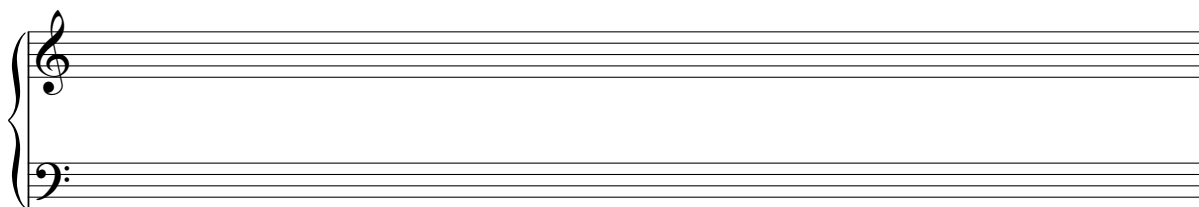
Allegro ♩=117

Sonata
Op. 2, No. 1

Ludwig Van Beethoven

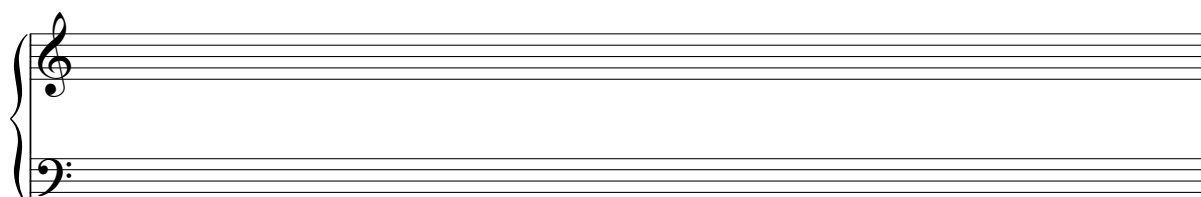
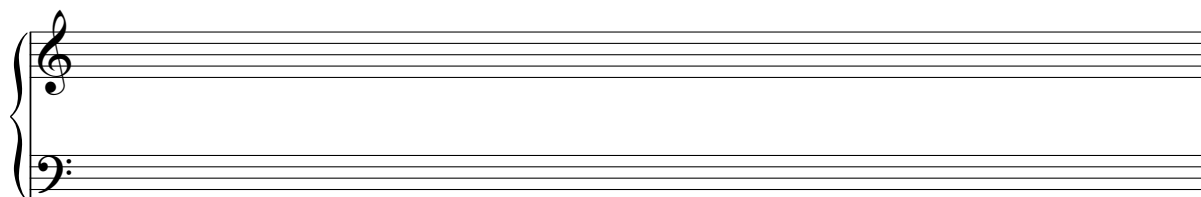
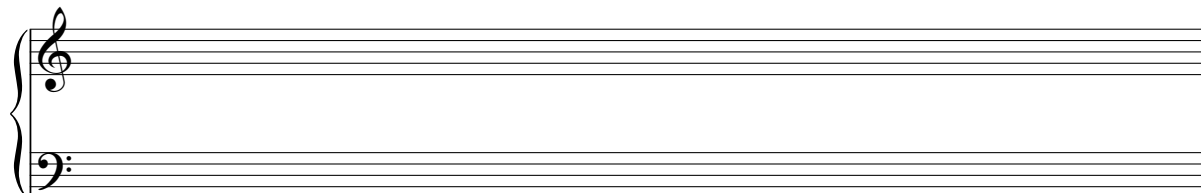


Copy Here:



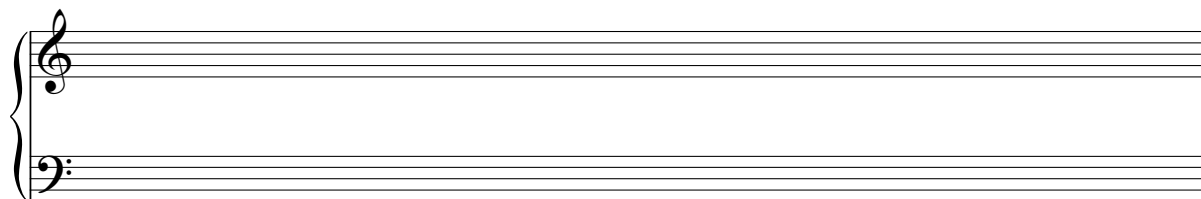
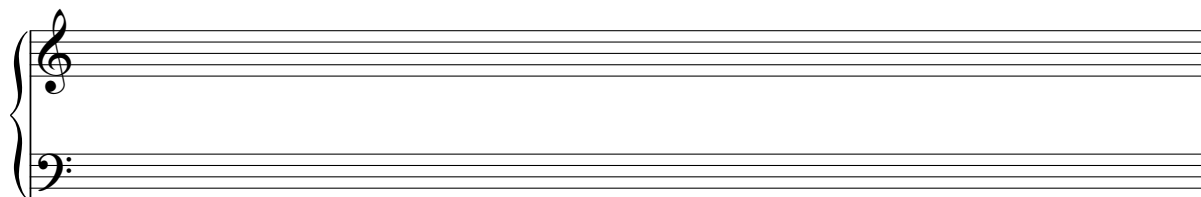
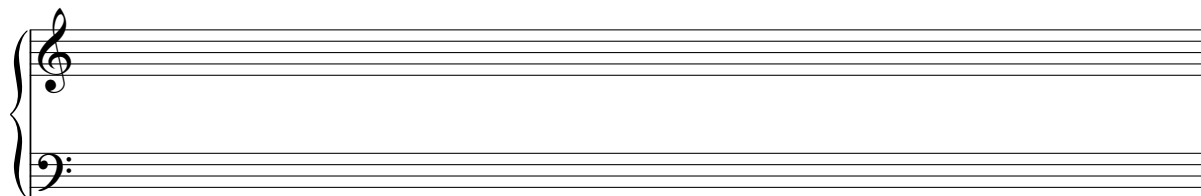
Extension Techniques

1. Repeat formal units, but with slight changes in melody, harmony, and texture.
2. Reduce surface rhythmic activity, and harmonic rhythm if necessary to lengthen the energy buildup.
3. Harmonic sequences to extend the harmony.
4. Substitute standard diatonic harmonies with applied dominants, and modal borrowing.
5. Add 7ths to chords to make them more interesting in sequences.



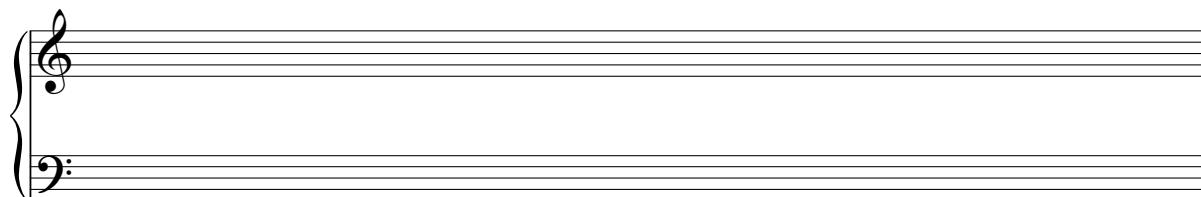
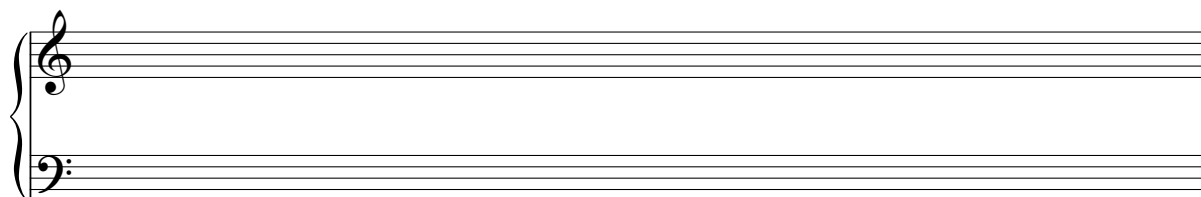
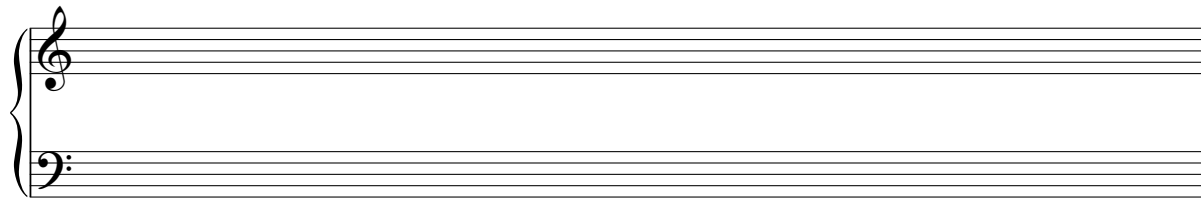
Expansion

1. Expand **within** formal units, by adding additional notes, or by using augmentation.
2. Just as with extension, you can utilize harmonic sequences to extend the harmony.
3. Substitute standard diatonic harmonies with applied dominants, and modal borrowing, or add 7th for interest.
4. Too much augmentation, and it will feel like you are just doubling by augmentation. If you use augmentation, be sure that you are also expanding other parts by adding more notes with the same note length as the original idea.



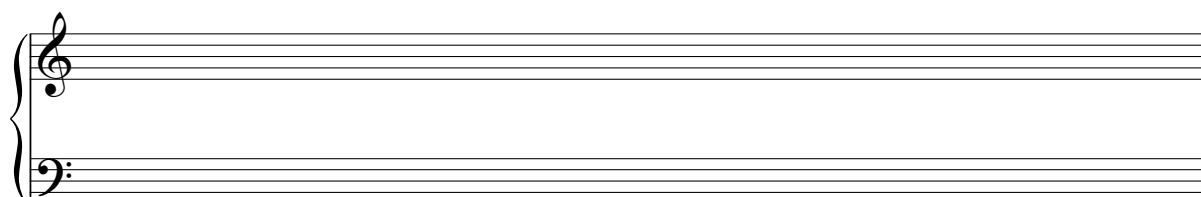
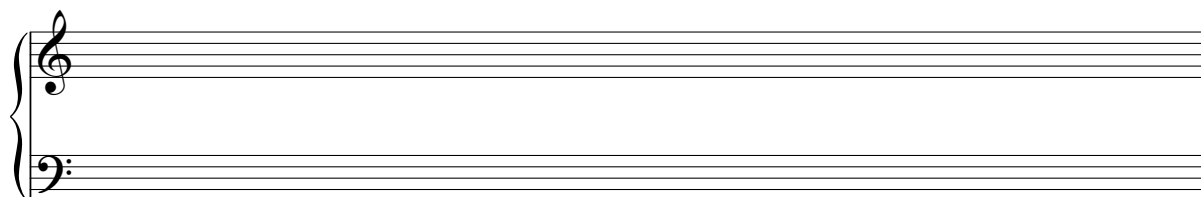
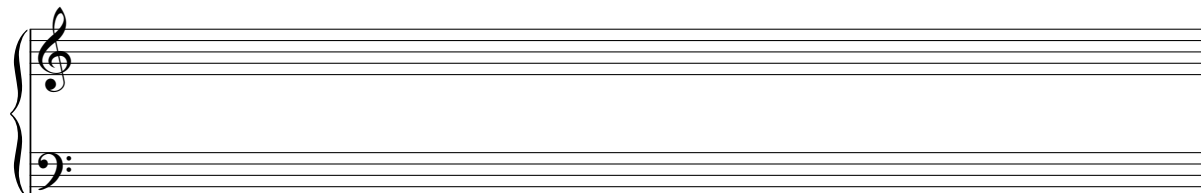
Compression

1. You can remove notes.
2. You can use the technique of diminution, or reducing the lengths of the notes in a melody.
3. You can increase the harmonic rhythm.



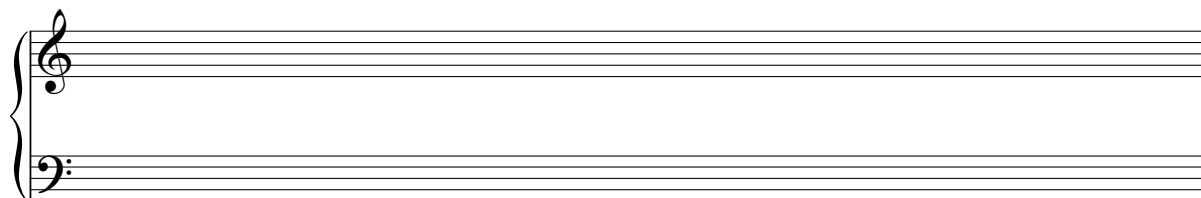
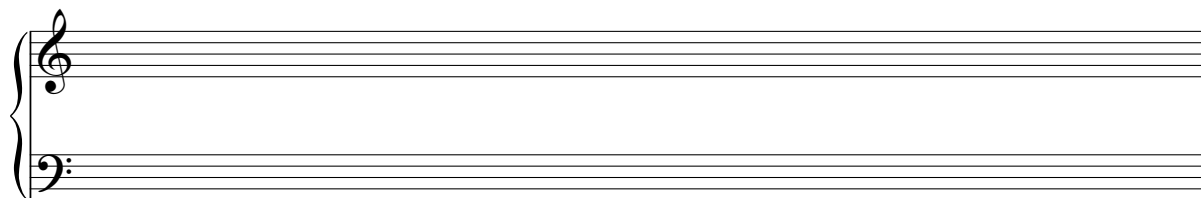
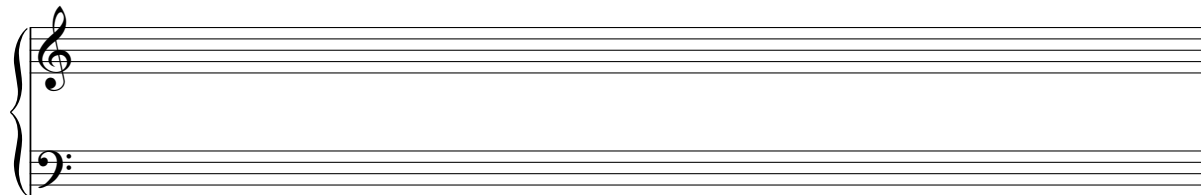
Interpolation

1. Identify the locations between formal functions. This could be between the basic idea, and contrasting idea in a period, or basic idea and repetition in a period. Or it could be between the presentation phrase and continuation phrase or the antecedent and the consequent.
2. Add new, **unrelated** material between the functional units.
3. Unrelated does not mean you can borrow some elements to tie them together in a musical way.



Fusion

1. Fusion is the combining together, or merging, of two formal functions within a single unit.
2. The most common elements to fuse are continuation and cadential functions. But there is benefit in experimenting with the fusion of other elements. Maybe try fusing a basic idea and a repetition, having only one longer idea. Or maybe try fusing the presentation and continuation functions, and then having an expanded cadential section.



Lesson 4 - Exercise 1-4-1: Creating and Modifying Motives

Purpose

The purpose of this exercise, is to practice creating many different motives. We will do this by using the techniques described in the lesson video.

Instructions for Transcribing

- Using the following techniques, attempt to come up with as many individual motives as possible. You can reference each of these techniques in the video.
 - Intervallic**
 - Pick a single interval, or pick multiple intervals.
 - Change the order that the intervals appear.
 - You could add or remove more or fewer intervals within the motive.
 - You can fill in the intervals, as if they were waypoints or targets.
 - Repeat the interval pattern, but utilizing different rhythms.
 - Shift the interval to a different location within the overall motive.
 - Intervallic compression, expansion, both diatonic and chromatic.
 - Rhythmic**
 - Write what pops in your head first, but if nothing comes to mind...
 - Start with equal note values
 - Split them up
 - Extend them
 - Combine them
 - Replace them with rests
 - Vary the degree of regularity and irregularity
 - Shifting the notes to another metrical position
 - Changing the meter
 - Harmonic**
 - Use harmonic inversions.
 - Adding new harmonies in addition to the main harmony.
 - Removing harmonies.
 - Substituting the harmony altogether.
- Don't worry about meter. If you create a motive that is in 3/4, a variation may be in 4/4 or 5/4. The goal is to just get creative.
- Try to use different key signatures. Break away from the tyranny of C major.

Example

Here are a few examples of motives I've created using the following techniques.

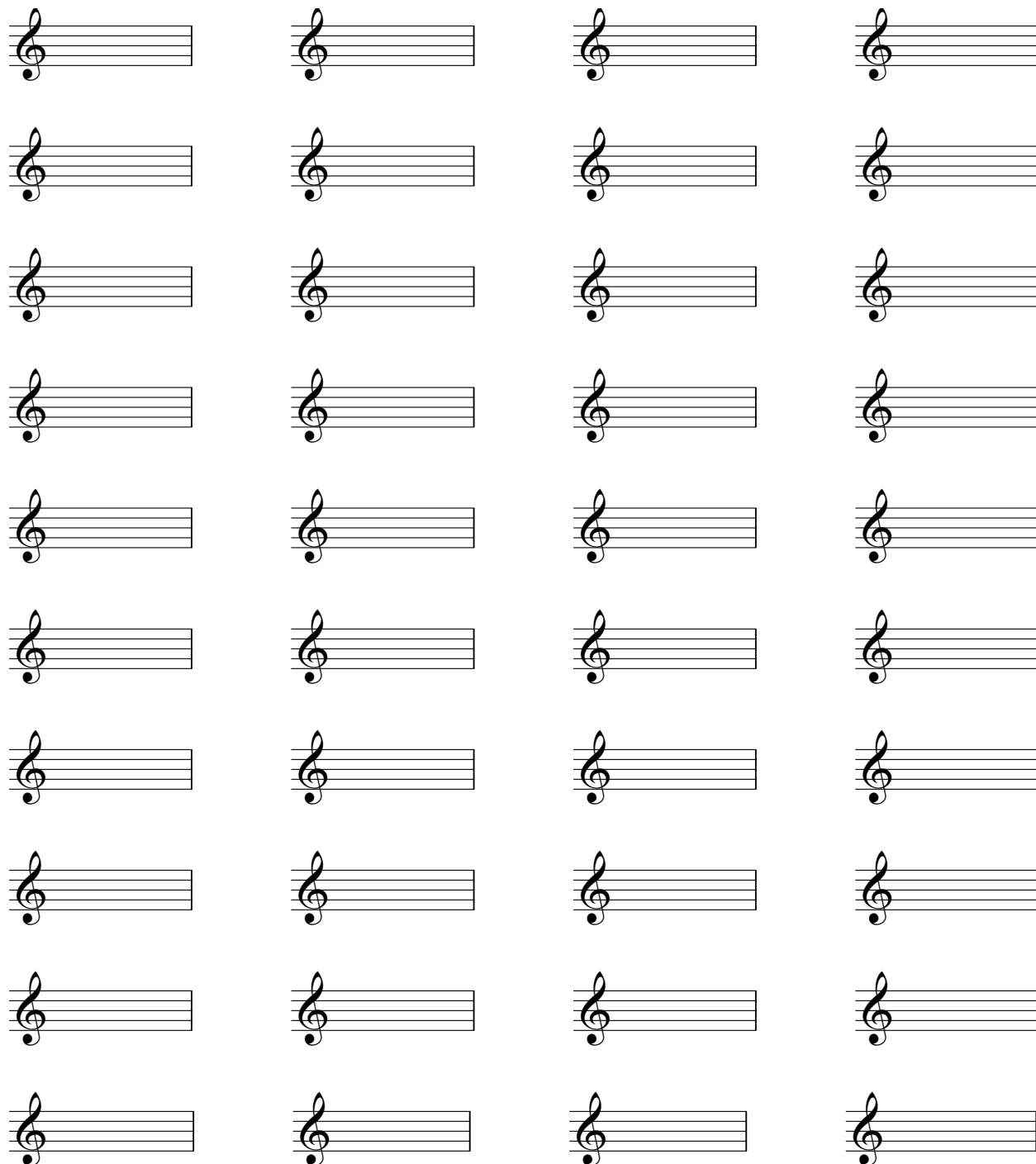
The image displays four musical staves illustrating different techniques for creating and modifying motives. Each staff is labeled with a title and a number:

- 1 Primary Motive:** Shows a simple melodic line on a treble clef staff. Handwritten notes include "m7" and "3" above the notes, and "m3" and "x" below the notes.
- 2 Variation 1:** Shows the primary motive with a "Split note" indicated by an arrow pointing to a note that has been split into two shorter notes.
- 3 Variation 2:** Shows the primary motive with a "Change rhythm" indicated by an arrow pointing to a note that has been replaced by a different rhythmic value.
- 4 Variation 3:** Shows the primary motive with a "Transposed" note indicated by an arrow pointing to a note that has been moved to a different pitch, and a "retrograde" note indicated by an arrow pointing to a note that has been reversed.

Tips For Completing This Exercise

Try to set a number for yourself, like ten individual motives, and at least two or three variations on each of those motives. The goal here is not that you will necessarily use all or any of these motives in other compositions, but instead you are internalizing the techniques.

Exercise 1-4-1 - Creating and Modifying Motives



Exercise 1-4-1: Check Your Work

1. Motives aren't really correct in the sense that one is right and another is wrong. So what you are really checking for in this section is variety. Go through these questions:
 1. Do each of your primary motives use unique intervals?
 2. Do each of your primary motives feature a unique rhythm?
 3. Are you varying the overall compass (range the motive spans)?
 4. Do they sound alike or different?
 5. Do you like them? Don't overlook a gut feeling that you like or dislike a motive.

Module 2: Exploring Unconventional Themes

Module 2 is about expanding your ability to write different thematic types. We look at the four hybrid themes, the two compound themes, as well as framing functions.

Module 2: Exploring Unconventional Themes	48
Lesson 1 - Exercise 2-1-1: Hybrid Theme 1 - Antecedent + Continuation	49
Exercise 2-1-1 - Hybrid Theme 1 - Antecedent + Continuation	50
Exercise 2-1-1 - Check Your Work	50
Lesson 2 - Exercise 2-2-1: Hybrid Theme 2 - Antecedent + Cadential	51
Exercise 2-2-1 - Hybrid Theme 2 - Antecedent + ECP	52
Exercise 2-2-1 - Check Your Work	52
Lesson 3 - Exercise 2-3-1: Hybrid Theme 3 - Compound Basic Idea + Continuation	53
Exercise 2-3-1 - Hybrid Theme 3 - Compound Basic Idea + Continuation	54
Exercise 2-3-1 - Check Your Work	54
Lesson 4 - Exercise 2-4-1: Hybrid Theme 4 - Compound Basic Idea + Consequent	55
Exercise 2-4-1 - Hybrid Theme 4 - Compound Basic Idea + Consequent	56
Exercise 2-4-1 - Check Your Work	56
Lesson 5 - Exercise 2-5-1: Compound Theme 1 - Compound Period	57
Exercise 2-5-1a: Compound Theme 1 - Compound Period - Sentence	58
Exercise 2-5-1b: Compound Theme 1 - Compound Period - H1	59
Exercise 2-5-1c: Compound Theme 1 - Compound Period - H3	60
Lesson 6 - Exercise 2-6-1: Compound Theme 2 - Compound Sentence	61
Exercise 2-6-1: Compound Theme 2 - Compound Sentence	62
Lesson 7 - Exercise 2-7-1: Thematic Introductions and Post-Cadential Material	63
Exercise 2-7-1 - Thematic Introductions and Post-Cadential Material	64

Lesson 1 - Exercise 2-1-1: Hybrid Theme 1 - Antecedent + Continuation

Purpose

The purpose of this exercise is to practice composing a Hybrid Theme type 1, the Antecedent + Continuation.

Instructions

Using the skills gained throughout music composition 101, and so far in composition 201, along with the video, compose a theme.

1. Write your antecedent phrase:
 1. Compose your basic idea.
 1. The harmonic progression used should feature tonic prolongation. This could be as simple as one chord - the tonic. Or it could be multiple chords.
 2. The first motive should have somewhat of a melodic opening up. The closing motive should bring the melody back down, or at least to a point of rest.
 3. There should be a minimum of two motives, although you can have more.
 2. Write a contrasting idea. This contrasting idea must end in a weaker cadence than the continuation phrase. This means it can only be a half-cadence (HC), or an imperfect authentic cadence (IAC).
2. Write your continuation phrase. Be sure to utilize the techniques discussed in the video. This includes:
 1. Fragmentation
 2. Increase in harmonic rhythm
 3. Increase in surface rhythmic activity
 4. Liquidation
 5. A cadence

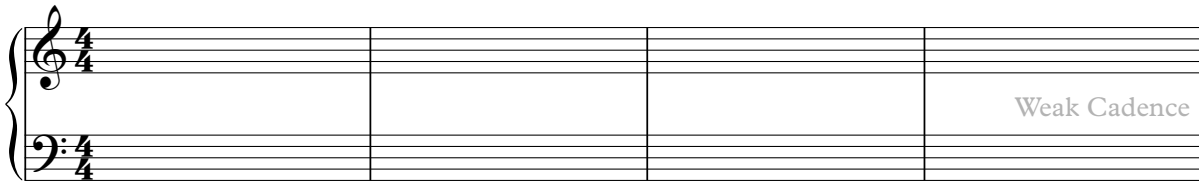
Tips For Completing This Exercise

The process for composing hybrid themes is no different from regular themes, so don't let the name "hybrid" seem untouchable. The goal here is really to start breaking the mould of what a theme really is, but in a logically consistent way. Look for ways to make your theme unique. A great way to do this is through loosening devices.

Be careful not to repeat your basic idea in the continuation. This is so natural to do, that it will often happen by accident. You are forcing yourself to write this theme type, in order to expand your capabilities. Instead, focus on fragmenting the motives.

Exercise 2-1-1 - Hybrid Theme 1 - Antecedent + Continuation

Antecedent

Basic Idea		Contrasting Idea	
 Weak Cadence			

Continuation

Fragmentation, Harmonic Acceleration		Cadential	
 Strong Cadence			

Exercise 2-1-1 - Check Your Work

Look for:

- ☐ In the Antecedent:
 - ☐ Two motives in your basic idea
 - ☐ A contrasting idea with at least two motives as well
 - ☐ A weak cadence
- ☐ In the continuation:
 - ☐ Do not repeat the basic idea
 - ☐ Fragmentation
 - ☐ Harmonic Acceleration
 - ☐ Increase in surface rhythmic activity
- ☐ At the final cadence:
 - ☐ Liquidation
 - ☐ A stronger cadence than the antecedent

Lesson 2 - Exercise 2-2-1: Hybrid Theme 2 - Antecedent + Cadential

Purpose

The purpose of this exercise is to practice composing a Hybrid Theme type 2, the Antecedent + Cadential.

Instructions

This is similar to the previous theme, but there is an expanded cadential progression instead of a normal continuation. The process is the same.

1. Write your antecedent phrase:
 1. Compose your basic idea.
 1. The harmonic progression used should feature tonic prolongation. This could be as simple as one chord - the tonic. Or it could be multiple chords.
 2. The first motive should have somewhat of a melodic opening up. The closing motive should bring the melody back down, or at least to a point of rest.
 3. There should be a minimum of two motives, although you can have more.
 2. Write a contrasting idea. This contrasting idea must end in a weaker cadence than the continuation phrase. This means it can only be a half-cadence (HC), or an imperfect authentic cadence (IAC).
2. Write your expanded cadential phrase phrase. You can still utilize the techniques of continuation. But the entire phrase is covered with a cadential progression.
3. The cadential progression doesn't have to be complete, Tonic - Pre-dominant - Dominant - Tonic, however, you should at least have the P - D and T. The initial tonic can be left out.
4. The cadence at the end, should still be a stronger cadence.

Tips For Completing This Exercise

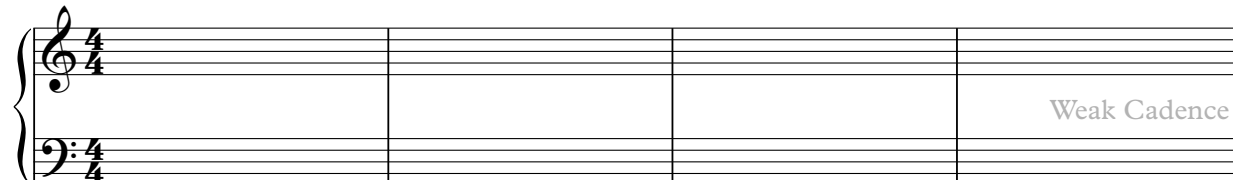
Write out the harmonies for your expanded cadential progression first, that way, you know what limitations you have to fit into first. Then compose your basic idea, and contrasting idea, leading into that harmony. This stops you from accidentally writing a continuation or consequent phrase.

As before, avoid accidentally repeating your basic idea in the expanded cadential progression phrase.

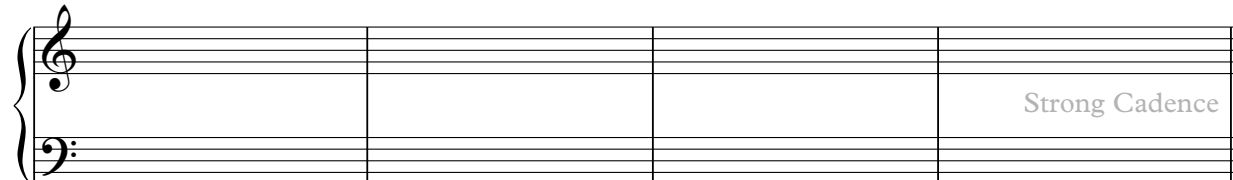
Exercise 2-2-1 - Hybrid Theme 2 - Antecedent + ECP

Antecedent

Basic Idea	Contrasting Idea
------------	------------------



Expanded Cadential Progression



Exercise 2-2-1 - Check Your Work

Look for:

- ☐ In the Antecedent:
 - ☐ Two motives in your basic idea
 - ☐ A contrasting idea with at least two motives as well
 - ☐ A weak cadence
- ☐ In the Expanded Cadential Progression:
 - ☐ Do not repeat the basic idea
 - ☐ Attempt to utilize a complete cadential progression (T, P, D, T)
- ☐ Still utilize some continuation features
 - ☐ Fragmentation
 - ☐ Harmonic Acceleration
 - ☐ Increase in surface rhythmic activity
- ☐ At the final cadence:
 - ☐ Liquidation
 - ☐ A stronger cadence than the antecedent

Lesson 3 - Exercise 2-3-1: Hybrid Theme 3 - Compound Basic Idea + Continuation

Purpose

The purpose of this exercise is to practice composing a Hybrid Theme type 3, the Compound Basic Idea + Continuation.

Instructions

1. Write your compound basic idea:
 1. Compose your basic idea.
 2. Compose your second basic idea. This cannot end with a cadence, otherwise it becomes an antecedent phrase.
2. Compose your continuation phrase.
3. The cadence at the end, can be any kind of cadence, because you do not have a cadence in the compound basic idea.

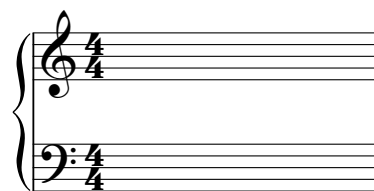
Tips For Completing This Exercise

The trickiest thing here, is to avoid the initial cadence in the compound basic idea. One good way, is to use a single harmony in the basic idea, and then another single harmony in the 2nd basic idea. This avoids the feeling of cadencing quite well.

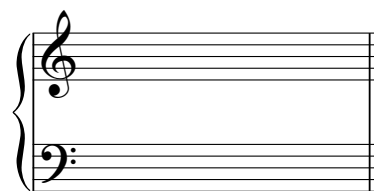
You also now have the option to use any kind of cadence in the continuation phrase.

Exercise 2-3-1 - Hybrid Theme 3 - Compound Basic Idea + Continuation

Compound Basic Idea

Basic Idea		Basic Idea #2	
			No Cadence

Continuation

Fragmentation, Harmonic Acceleration		Cadential	
			Cadence

Exercise 2-3-1 - Check Your Work

Look for:

- ☐ In the Compound Basic Idea:
 - ☐ Two motives in your basic idea
 - ☐ Another basic idea, with different motives
 - ☐ No cadence
- ☐ In the continuation:
 - ☐ Do not repeat the basic idea
 - ☐ Fragmentation
 - ☐ Harmonic Acceleration
 - ☐ Increase in surface rhythmic activity
- ☐ At the final cadence:
 - ☐ Liquidation

Lesson 4 - Exercise 2-4-1: Hybrid Theme 4 - Compound Basic Idea + Consequent

Purpose

The purpose of this exercise is to practice composing a Hybrid Theme type 4, the Compound Basic Idea + Consequent.

Instructions

1. Write your compound basic idea:
 1. Compose your basic idea.
 2. Compose your second basic idea. This cannot end with a cadence, otherwise it becomes an antecedent phrase.
2. Compose your consequent phrase.
 1. Repeat your basic idea. This should be exact repetition, as you want to state the same harmony, but the melody can have changes. Generally these melodic changes should be on the ornamental side or things, and not structural.
3. As with hybrid theme 3, the cadence at the end, can be any kind of cadence, because you do not have a cadence in the compound basic idea.

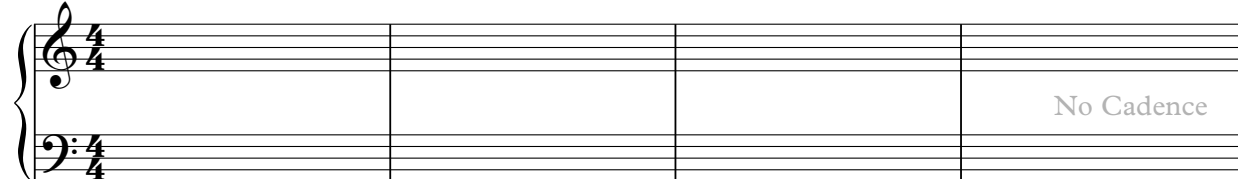
Tips For Completing This Exercise

Technically, your second basic idea is not a “contrasting idea,” because it doesn’t end in a cadence. But it should still contrast. You can create contrast through secondary parameters, such as articulations, dynamics, or accompanimental patterns.

Exercise 2-4-1 - Hybrid Theme 4 - Compound Basic Idea + Consequent

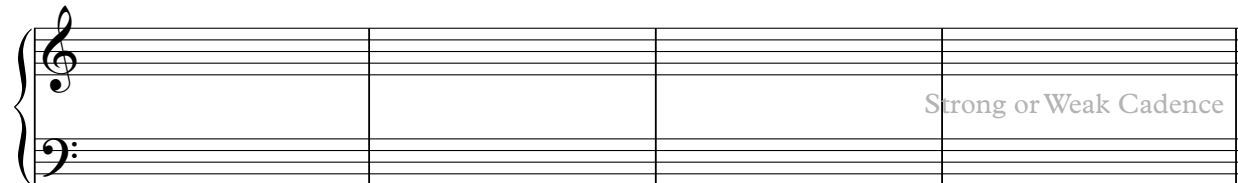
Compound Basic Idea

Basic Idea	Basic Idea #2
------------	---------------



Consequent

Repetition of the first Basic Idea	Cadential
------------------------------------	-----------


Exercise 2-4-1 - Check Your Work

Look for:

- ☐ In the Compound Basic Idea:
 - ☐ Two motives in your basic idea
 - ☐ A contrasting idea with at least two motives as well
 - ☐ A weak cadence
- ☐ In the consequent phrase:
 - ☐ Repeat the basic idea. Utilize exact repetition.
 - ☐ Write a cadential idea. This can differ from the basic idea #2.
 - ☐ Write any kind of cadence (HC, IAC, PAC).

Lesson 5 - Exercise 2-5-1: Compound Theme 1 - Compound Period

Purpose

The purpose of this exercise is to practice composing a Compound Period.

Instructions

1. Compose your compound antecedent.
 1. Start with a sentence, hybrid theme type 1 (Antecedent + Continuation), or hybrid theme type 3 (Compound Basic Idea + Continuation).
 2. End the compound antecedent with a weak cadence.
2. Compose your compound consequent, but this time ending in a stronger cadence.
 1. Just as in a standard period, the compound consequent is a repetition of the compound antecedent.
 2. End with a stronger cadence.

Tips For Completing This Exercise

Pace yourself. Compound themes are difficult to compose, because they are much longer, and require a lot of material. Take your time, and don't be afraid to compose later parts of the theme first and then jump back. Sometime working towards a prewritten goal is easier.

Because there are three different theme types used within a compound period, I have guides for each one. Feel free to use all three, or just compose one.

Exercise 2-5-1a: Compound Theme 1 - Compound Period - Sentence

Compound Antecedent

Presentation

Basic Idea		Repetition	
			
			

Continuation

Fragmentation, Harmonic Rhythm, Surface Rhythm			Cadential
			Weak Cadence
			

Compound Consequent

Presentation

Basic Idea		Repetition	
			
			

Continuation

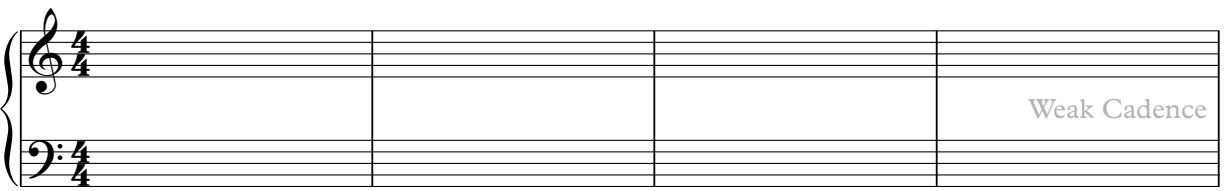
Fragmentation, Harmonic Rhythm, Surface Rhythm			Cadential
			Strong Cadence
			

Exercise 2-5-1b: Compound Theme 1 - Compound Period - H1

Compound Antecedent

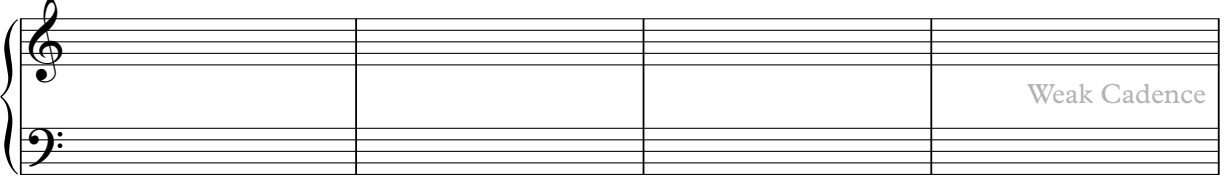
Antecedent

Basic Idea	Contrasting Idea
------------	------------------



Continuation

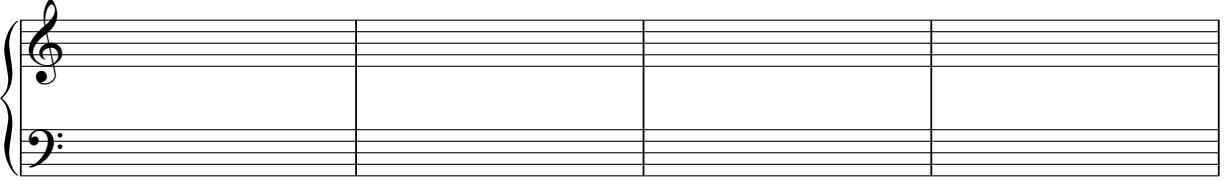
Fragmentation, Harmonic Rhythm, Surface Rhythm	Cadential
--	-----------



Compound Consequent

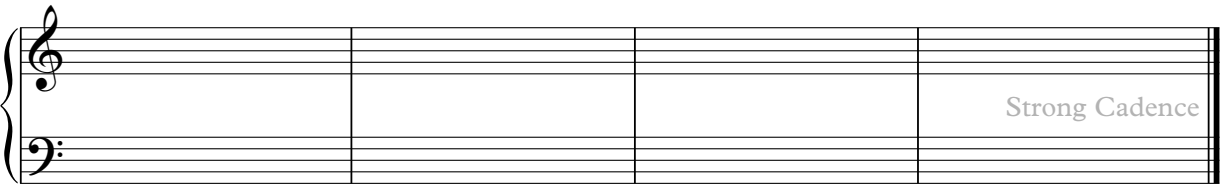
Antecedent

Basic Idea	Contrasting Idea
------------	------------------



Continuation

Fragmentation, Harmonic Rhythm, Surface Rhythm	Cadential
--	-----------



Exercise 2-5-1c: Compound Theme 1 - Compound Period - H3

Compound Antecedent

Compound Basic Idea

Basic Idea Basic Idea #2

A musical staff in 4/4 time, divided into four measures. The first two measures are labeled 'Basic Idea' and the next two are labeled 'Basic Idea #2'. The staff is empty, ready for notation.

Continuation

Fragmentation, Harmonic Rhythm, Surface Rhythm Cadential

A musical staff in 4/4 time, divided into four measures. The first two measures are labeled 'Fragmentation, Harmonic Rhythm, Surface Rhythm' and the next two are labeled 'Cadential'. The staff is empty, ready for notation.

Weak Cadence

Compound Consequent

Compound Basic Idea

Basic Idea Basic Idea #2

A musical staff in 4/4 time, divided into four measures. The first two measures are labeled 'Basic Idea' and the next two are labeled 'Basic Idea #2'. The staff is empty, ready for notation.

Continuation

Fragmentation, Harmonic Rhythm, Surface Rhythm Cadential

A musical staff in 4/4 time, divided into four measures. The first two measures are labeled 'Fragmentation, Harmonic Rhythm, Surface Rhythm' and the next two are labeled 'Cadential'. The staff is empty, ready for notation.

Strong Cadence

Lesson 6 - Exercise 2-6-1: Compound Theme 2 - Compound Sentence

Purpose

The purpose of this exercise is to practice composing a Compound Sentence.

Instructions

1. Compose your compound presentation.
 1. The compound presentation is made up of a compound basic idea, that is then repeated.
This repetition can be exact, statement-response, or sequential.
 2. Neither the compound basic idea, or its repetition should have a cadence.
2. Compose your 8 measure continuation phrase.
 1. This is not a compound phrase, just a longer continuation.
 2. Use all the process of continuation, including:
 1. Fragmentation
 2. Increase in surface rhythmic activity
 3. Increase in harmonic rhythm
 4. Liquidation
 3. End with a cadence.

Tips For Completing This Exercise

Just as with the compound period, the compound sentence can be more difficult to compose due to its length. The most difficult part will probably be the continuation. It may help to figure out your continuation progression first, and then composing a melody to fit.

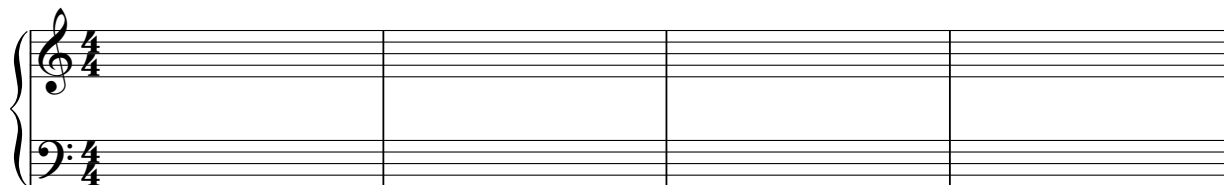
Exercise 2-6-1: Compound Theme 2 - Compound Sentence

Compound Presentation

Compound Basic Idea

Basic Idea

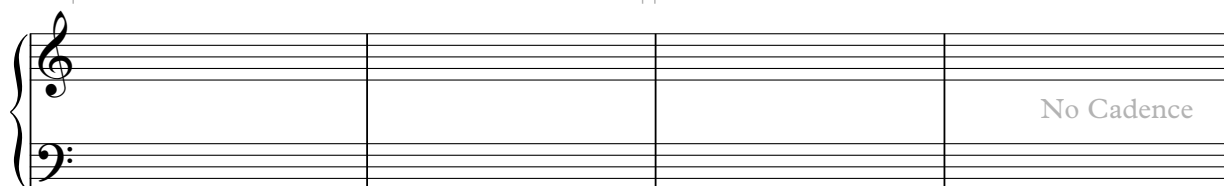
Basic Idea #2



Repetition of the Compound Basic Idea

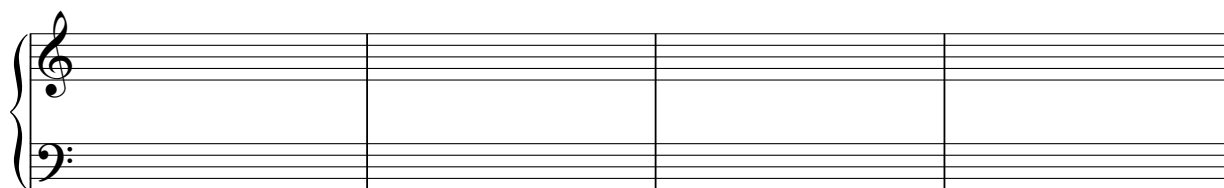
Basic Idea

Basic Idea #2

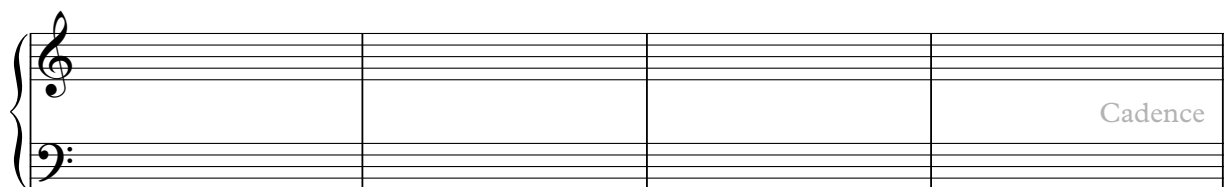


8 measure Continuation Phrase

Fragmentation, Harmonic Rhythm, Surface Rhythm



Cadential



Lesson 7 - Exercise 2-7-1: Thematic Introductions and Post-Cadential Material

Purpose

The purpose of this exercise is to practice composing the five types and two categories of thematic introductions.

Instructions

1. Utilizing a previously written theme, or a new theme, add a thematic introduction and post-cadential material.
2. Depending on whether you end with an authentic cadence, or a half-cadence, will determine which type of post-cadential material you use. If it is a PAC or IAC, use the codetta. If it is a HC, use standing on the dominant.
3. Pick the type of thematic introduction, and add it.
4. I recommend using your own staff paper for this, as the length will vary greatly depending on the type of introduction you create, and how extensive your post-cadential material is.

Tips For Completing This Exercise

The best tip, is to compose your theme first, and then add the introductory material. Your theme will help guide you in progressions, accompanimental patterns, and melodic-motivic material.

For Codettas, these are some ideas:

Harmonic:

- ☐ This is a very common progression - I - V⁷/IV - IV - V - I. Notice in this progression, you have a specific line. In C major, this would be C - Bb - A - B
- ☐ Use cadential progressions.
- ☐ Deceptive cadential progressions work well too.
- ☐ You can always just use tonic, without any other chords.

Melodic:

- ☐ Avoid opening up new melodic space or ideas. It is an after-the-end function.
- ☐ The melody often resembles the cadential section of a theme.
- ☐ The melody usually centers around tonic, or the closing scale degree of the cadence (could be 3 or 5, or if it is a half-cadence 5, 7, or 2).
- ☐ Depending on the rhythmic drive of a piece, you may not want to lose momentum, as in a scherzo or minuet/trio. This often means using similar melodic material.

Exercise 2-7-1 - Thematic Introductions and Post-Cadential Material

Attempt to use all of these different types of thematic introductions and post-cadential material.

The two categories of thematic introductions are:

- ☐ Integrated
- ☐ Non-integrated

The five types of thematic introductions are:

- ☐ Accompanimental
 - ☐ Drum Bass
 - ☐ Alberti Bass
 - ☐ Murky Bass
 - ☐ Any other accompanimental figure will do
- ☐ Hammer stroke
 - ☐ You can use a single hammer stroke, or multiple
 - ☐ Change dynamic levels between the hammer stroke, and the start of the main theme
- ☐ Generative
 - ☐ Utilize material in your main theme to create a generate introduction.
 - ☐ Make it seem as if the generative introduction hints little by little to the main theme.
- ☐ Head-motive
 - ☐ Create a clear statement of the main motive of the main theme.
 - ☐ You can use octaves, or have it without accompaniment to really make it stand out, but that isn't required.
- ☐ Anacrusis
 - ☐ Make the anacrusis feel like a composed out, longer "thematic upbeat".
 - ☐ It often resembles a continuation, or expanded cadential progression.
 - ☐ It doesn't need to be integrated, but it can be.

Module 3: The Exposition

In Module 3, we will begin modeling Beethoven's 1st movement. The goal is to emulate and integrate the tools, techniques, and stylistic choices Beethoven makes. This means you may feel overly restricted. That is a good thing. Later on in the course, you will have plenty of opportunities to modify your work, making it more your own. For now, focus on learning.

Lesson 2 - Exercise 3-2-1: The Main Theme Basic Idea	66
Exercise 3-2-1 - The Main Theme Basic Idea	67
Lesson 2 - Exercise 3-2-2: The Complete Main Theme	68
Exercise 3-2-2 - The Complete Main Theme	69
Lesson 3 - Exercise 3-3-1: The Subordinate Theme	70
Exercise 3-3-1 - The Subordinate Theme	71
Lesson 4 - Exercise 3-4-1: The Transition	73
Exercise 3-4-1 - The Transition	74

Lesson 2 - Exercise 3-2-1: The Main Theme Basic Idea

Purpose

The purpose of this exercise is to compose the basic idea for your main theme.

Instructions

Beethoven has an extremely memorable, yet relatively simple basic idea. This is no small task. The best way that I know how to accomplish this, is to actually compose many basic ideas... using the technique of phrase storming.

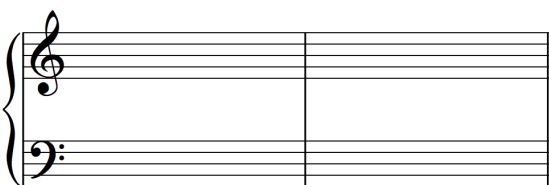
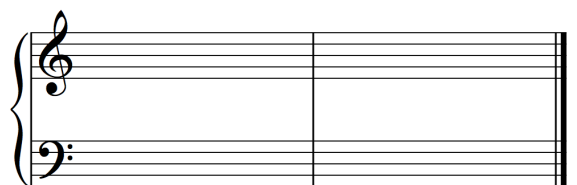
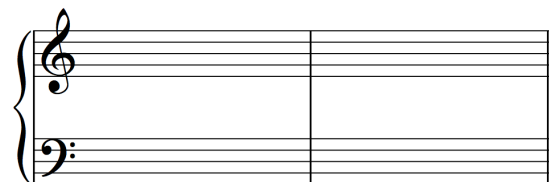
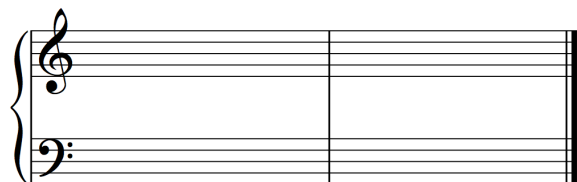
1. Using staff paper, a pencil, an eraser, and some kind of instrument (I recommend piano, or you could just use your inner ear) compose a series of basic ideas in F minor.
2. The basic idea does not have to stick exactly to Beethoven's single F minor harmony throughout, but that is okay if you want to do that. You should write a tonic prolongation progression however.
3. Attempt to create as many basic ideas as possible, as quickly as possible.
 1. If you are getting stuck, split up the process:
 1. You can compose the rhythms separate from the melody.
 2. You can write a short tonic prolongation progression, and then write a chord tone melody above it.
 3. You can use different time signatures. Just be aware how that will effect the rest of the piece.
 4. Use different compasses in your melody.
 1. Try a melody that spans a single octave.
 2. Try a melody that spans two octaves.
 3. Try a melody that spans half an octave.
4. Once you've written at least 8 basic ideas, pick the ones you like the most, and edit them. Don't be afraid to shift things around, and change them in ways that make you like them more.
5. Pick your favorite basic idea, and that will be what you use for the rest of the piece.

Tips For Completing This Exercise

If you are not impressed with the basic ideas you've come up with, then sometimes it helps to get some distance. Compose as many as you can, and then come back the next day, and replay them. You may find some that you didn't like, actually grow on you. Others you thought were great... maybe not so much.

More importantly, you will have exhausted many of your initial go-to ideas - the kinds of rhythms and melodic shapes you normally use when you compose. It's at this point, you usually find a new idea will frequently come "out of nowhere." The truth is, it's not out of nowhere - it's out of hard work and diligence, that your subconscious puts together the bits and pieces from the day before, and you usually create better music.

Exercise 3-2-1 - The Main Theme Basic Idea



Lesson 2 - Exercise 3-2-2: The Complete Main Theme

Purpose

The purpose of this exercise is to compose your entire main theme.

Instructions

With a good basic idea, it is not difficult to maintain your momentum through to the end of the main theme. Be sure to utilize the map.

1. Using your chosen basic idea from exercise 3-2-1, and following the form of a sentence, complete your main theme.
2. Remember, the main theme has the goal of establishing the home key in a relatively tight-knit way. Following the map, this will be accomplished very effectively.
3. The most effective way to emulate Beethoven's main theme, is with the compositional map. (On the next page).
4. I also included a comparison of my main theme with Beethoven's so you can see how closely I've copied it.

Tips For Completing This Exercise

It can be difficult, when emulating a piece of music, to break free of certain elements. Once you are locked into a certain sound, or feel, you might have trouble doing something different.

Don't be afraid to rewrite your main theme, or elements of your main theme. I actually wrote two main themes, feeling my first one did not have the momentum and gravitas of Beethoven's. You can see my original here:

Notice that the recomposed main theme, follows much more closely Beethoven's original. The goal here is to learn from their technique, and integrate it, into your own technique, and not necessarily create something drastically different.

Exercise 3-2-2 - The Complete Main Theme

Using this main theme map, Beethoven's complete main theme, and my main theme as examples, compose your own main theme sentence. There is blank staff paper in **Appendix G** for you to use, but I recommend having your own book of staff paper at this point. Please note, the complete map is located in **Appendix H**.

MAIN THEME MAP

$\text{♩} = 170$

The Main Theme Map is a musical score in F major, 4/4 time, with a tempo of 170 bpm. It consists of 8 measures. The melody is in the right hand, and the bass line is in the left hand. The dynamics are marked as *p*, *p*, *sf*, *sf*, *ff*, and *p*. The chords are indicated below the staff: *i* (Fm), *V₅⁶* (C⁷/E), *i* (Fm), *vii⁶* (E^o/G), *i⁶* (Fm/Ab) and *ii⁶* (G^o/Bb), and *V* (C).

COMPLETE THEMES

$\text{♩} = 170$

The Complete Themes section shows two examples of the main theme. The first example is Beethoven's complete main theme, and the second example is a variation by Jon Brantingham. Both are in F major, 4/4 time, with a tempo of 170 bpm. The dynamics are marked as *p*, *p*, *sf*, *sf*, *ff*, and *p*. The chords are indicated below the staff: *i* (Fm), *V₅⁶* (C⁷/E), *i* (Fm), *vii⁶* (E^o/G), *i⁶* (Fm/Ab) and *ii⁶* (G^o/Bb), and *V* (C). The second example includes a 'rit.' marking and a 'HC' (Harmonic Control) box.

Lesson 3 - Exercise 3-3-1: The Subordinate Theme

Purpose

The purpose of this exercise is to compose your subordinate theme.

Instructions

Once again, utilizing Beethoven's subordinate theme, the map, and what you learned in the video, compose your subordinate theme.

1. Start, just as with the main theme, composing your basic idea first. Beethoven's subordinate theme basic idea is loosely related to his main theme through inversion.
2. Identify each formal grouping structure, such as basic idea, repetitions, continuation, and cadential, and then identify the type of loosening device used.
3. Beethoven uses the following loosening devices throughout:
 1. Extension
 2. Expansion
 3. Cadential deviations
 1. Expanded cadential progressions
 2. Evaded cadence
4. Identify areas you can use techniques of contrast.

1. Harmony	4. Rhythm	7. Density
2. Melodic-motivic material	5. Dynamics	8. Range
3. Timbre	6. Articulation	9. Tempo

Tips For Completing This Exercise

The subordinate theme is the first major section that you compose, that requires extensive loosening. Do not be afraid. Each section within the theme can be easily correlated with a tight-knit counterpart. In this example below, I've reimagined Beethoven's subordinate theme, as another tight-knit theme. You should be able to identify all of the different elements, albeit, with much less impact than the original.

If you are feeling stuck, attempt to compose a tight-knit theme first, and then utilize the same loosening techniques that Beethoven uses.

Exercise 3-3-1 - The Subordinate Theme

Using this main theme map, Beethoven's complete main theme, and my main theme as examples, compose your own main theme sentence. There is blank staff paper in **Appendix G** for you to use, but I recommend having your own book of staff paper at this point.

BASIC IDEAS MAP

20 V^7 I_4 V^7 I_4 V^7

CONTINUATION MAP

26 I^6 V^6 I vii°/V V vii°/V V vii°_3 I^6 vii°_3 I^6 V^6 I V_4

EXPANDED CADENTIAL PROGRESSIONS MAP

33 f I^6 ii^6 p V_4 V_2 f I^6 ii^6 p V_4 V^7

POST CADENTIAL MATERIAL MAP

41 I vii°/V V^6 V^7 I_4 I_5

COMPLETE THEMES

21

Eb7 Eb7(b9) Eb7 Ab Eb Eb7 Eb7(b9) Eb7 Ab Eb Eb7/Db

V⁷ V⁹ I⁶ V V⁷ V⁹ I⁶ V V²

26

Ab/C Eb/G Ab D^o/F Eb D^o/F Eb G^{o7}/Db

I⁶ V⁶ I vii^{o7}/V V vii^{o7}/V V vii^{o4}₃

30

Ab/C G^{o7}/Db Ab/C Eb/G Ab Eb/Bb Ab/C

I⁶ vii^{o4}₃ I⁶ V⁶ I V⁴ I⁶ *sf*

34

Bb/Db Ab/Eb Eb7/Db Ab/C Bb/Db

ii⁶ *sf* V⁴ *sf* V² I⁶ *sf* ii⁶ *sf*

39

Ab/Eb Eb7 Ab D^{o7} Ab/Eb Eb7 Ab D^{o7}

V⁴ *sf* V⁷ I vii^{o7}/V V⁴ V⁷ I vii^{o7}/V

44

Ab/Eb Eb7 Ab D^{o7} Ab/Eb Eb7 Eb7/Ab Ab

V⁴ V⁷ I vii^{o7}/V V⁴ V⁷ I⁴ I³ *ff* *p*

Lesson 4 - Exercise 3-4-1: The Transition

Purpose

The purpose of this exercise is to compose your transition.

Instructions

Now that you have a starting point - the end of your main theme - and a goal - your subordinate theme, the transition becomes much simpler.

The goal of your transition is to connect your main theme, and subordinate themes, and to modulate to the new subordinate key, which will then be confirmed later in your subordinate theme.

1. It helps to map out the transition harmonically.
 1. Identify the pivot chord. Beethoven pivots on the C minor chord, in measure 9. This kind of modulation is called chromatic modulation. Because the C major, and C minor, only differ by a single half-step, the modulation feels smooth. This allows Beethoven to lead directly into the sequential pattern.
 2. Figure out the sequential pattern.
 1. Start with just the chords of the sequential pattern, and label them.
 2. Map out what the general pattern between the bass and the soprano. This establishes the inversions, and overall counterpoint of the sequence.
 3. Figure out the inner voices. The goal is to have complete chords as much as possible, but you also want to avoid parallel octaves and 5ths. It is much more important to avoid parallels between the bass and soprano, which is why you should start with those. But attempt to have no parallel octaves or 5ths.
 4. Fill in the general pattern with melodic ideas.
 3. Once you've mapped out the transition harmonically, fill in all the melodic details, and accompaniment patterns.

Tips For Completing This Exercise

The sequential pattern is something that is relatively new. As a starting point, I've mapped out a pattern that you can follow, based on Beethoven's. Once you map it out like this, you can treat it like any other chord tone melody. For instance, the E $\flat$ moving to D $\flat$, you could use any of the melodic embellishment techniques from Music Composition 101. The best advice, is to just play around with it, until it works. Sometimes trial and error is the most efficient way to learn.

Chord sequence: Fm/C, Bbm7, Eb7, Ab

Figured bass: vi¹³, ii⁷, V⁴, I

Exercise 3-4-1 - The Transition

Using the transition map, as well as Beethoven's piece as a model, complete your transition. You can also reference my transition. Notice that I actually leave out the extension of measures 17-19. I did this because I felt my ideas did not work as well being extended in the manner Beethoven used.

TRANSITION MAP

9 Transition

Cm Fm/C Bbm⁷ Eb⁷ Ab

Ab: v
iii

15

Bbm/D^b Bb⁷/D Eb Ab/C Bbm/D^b Bb⁷/D Eb Ab/C Bbm/D^b Bb⁷/D

ii⁶ V⁶/V V⁷ I⁶ ii⁶ V⁶/V I I⁶ ii⁶ V⁶/V

BEETHOVEN'S TRANSITION

9 Cm Fm/C Bbm⁷ Eb⁷ Ab

Ab: v
iii

15

Bbm/D^b Bb⁷/D Eb Ab/C Bbm/D^b Bb⁷/D Eb Ab/C Bbm/D^b Bb⁷/D Eb

ii⁶ V⁶/V V⁷ I⁶ ii⁶ V⁶/V I I⁶ ii⁶ V⁶/V V

MY TRANSITION

9 ♩ = 170

13

Module 4: The Development

Module 4 is going to take us deep into the heart of our piece. You will walk away with a complete development section - and you will understand how everything works inside.

Lesson 2 - Exercise 4-2-1: The Pre-Core	77
Exercise 4-2-1 - The Pre-Core	78
Lesson 3 - Exercise 4-3-1: The Large Scale Model	79
Exercise 4-3-1 - The Large Scale Model	80
Lesson 3 - Exercise 4-3-2: Sequencing Your Large Scale Model	82
Exercise 4-3-2 - Sequencing Your Large Scale Model	83
Lesson 3 - Exercise 4-3-3: Completing Your Development	84
Exercise 4-3-3 - Completing Your Development	85

Lesson 2 - Exercise 4-2-1: The Pre-Core

Purpose

The purpose of this exercise is to plan, and compose your pre-core.

Instructions

Using the compositional map, and the material from your main theme, compose your pre-core.

1. Identify the harmonic plan to get from the beginning of your pre-core to the beginning of the core.
2. Using your main theme basic idea, transpose it into the appropriate underlying harmonies.
3. Complete the pre-core.

Tips For Completing This Exercise

This is a great time to practice modulation and utilizing augmented 6th chords. Our harmonic goal at the beginning of the core is the subdominant, B $\flat$ minor in this case. Utilizing the harmony chart, your understanding of modulation and Beethoven's pre-core, map out your harmonic plan before committing notes to paper. This will give you the confidence of knowing where you are going first.

Identify key harmonic voice leading paths, such as 7^{ths} resolving to thirds, interesting bass lines, and so on.

Also think about how your accompaniment will transition from the less active pre-core to the more active core.

Exercise 4-2-1 - The Pre-Core

PRE-CORE MAP

48

Pre-Core

Ab Eb7/G G°7 Gb7 F F7(b9)

I V₅⁶ vii^{°7} Ger₅⁶ Bbm:V^{fp} V₅⁹

BEETHOVEN'S PRE-CORE

49

Ab Eb7/G

I V₅⁶

53

G°7 Gb7 F F7(b9)

vii^{°7} Bbm: Ger₅⁶ *fp* V₅⁹

MY PRE-CORE

49

p

I V₅⁶

50

51

52

53

54

vii^{°7} Ger₅⁶

Lesson 3 - Exercise 4-3-1: The Large Scale Model

Purpose

The purpose of this exercise is to plan, and compose your large scale model.

Instructions

Using map of the large scale model, Beethoven's original, and the material from your subordinate theme, compose your large scale model.

1. This is mostly a task of transposition. Transpose your original subordinate theme into the new key of B $\flat$ minor.
2. Identify how this will need to be different from the original subordinate theme. For instance, you must modulate to the key of C minor for the sequential repetition of the model. Plan out harmonically how this will be accomplished.
3. Complete your large scale model.

Tips For Completing This Exercise

The core section can seem very intimidating at first. It is long, contains several modulations, and quite a few different textures. But the process for composing, when you break down each section, is not that difficult. Because most of the material is pulled from the main and subordinate themes, its mostly a matter of transposing and combining.

Exercise 4-3-1 - The Large Scale Model

LARGE SCALE MODEL MAP

Core
Model

56

$B\flat m/F$ $F7(b9)$ $B\flat m/F$ $F7(b9)$ $F7/E\flat$ $B\flat m/D\flat$ F/C $B\flat m$ $A\flat7$ G $G7(b9)$

V^7 i V^{b9} V^7 i V^{b9} V_2^4 i^6 V_4^6 i $Cm:$ It^6 fp V V^{b9}

BEETHOVEN'S LARGE SCALE MODEL

57

$B\flat m/F$ $F7(b9)$ $B\flat m/F$ $F7(b9)$ $F7/E\flat$ $B\flat m/D\flat$ F/C $B\flat m$ $A\flat7$ G $G7(b9)$

i^6 V^{b9} i^6 V^{b9} V_2^4 i^6 V_4^6 i $Cm:$ It^6 fp V V^{b9}

61

$F7/E\flat$ $B\flat m/D\flat$ F/C $B\flat m$ $A\flat7$ G $G7(b9)$

V_2^4 i^6 V_4^6 i $Cm:$ It^6 fp V V^{b9}

MY LARGE SCALE MODEL

55 Core Model 56 57 58

59 60 61 62

Ger⁶₅

Lesson 3 - Exercise 4-3-2: Sequencing Your Large Scale Model

Purpose

The purpose of this exercise is to sequence your large scale model through the different development keys.

Instructions

The process for sequencing is very similar to the process for creating the large scale model in the first place.

1. Identify how the new development key will effect the model, and the following transpositions.
2. Look for material that is being removed on each sequential repetition. The sequences get progressively shorter.
3. Complete your sequences.

Tips For Completing This Exercise

It is important to draw a distinction between the harmonic sequences from the transition, which is based on voice leading and root movement, from the large scale model being sequenced here. Sequencing a large scale model, basically entails copying the entire model, or a part of that model into a new key. The sequence is basically the development key area, in this case, up by step from B $\flat$ minor, to C minor - and then down by step to from C minor, to B $\flat$ minor, to A $\flat$ major.

Exercise 4-3-2 - Sequencing Your Large Scale Model

SEQUENCES MAP

Sequence

Chords: Cm G7(b9) Cm G7(b9) G7 Cm F7(b9) F7 Bbm Eb7(b9)

Dynamics: *sf* *sf* *sf* *sf*

Measure numbers: 64

Functional harmony: V⁷ i V^{b9} i V^{b9} V⁷ i Bbm: V^{b9} V⁷ i Ab: V^{b9}

BEETHOVEN'S SEQUENCES

Chords: G7(b9) Cm G7(b9)

Dynamics: *sf* *sf*

Measure numbers: 65

Functional harmony: i⁶₁₄ V^{b9} i⁶₁₄ V^{b9}

Chords: D^{o7}/Ab G7 Cm F7(b9) C^{o7}/Gb F7 Bbm Eb7(b9)

Dynamics: *sf* *sf*

Measure numbers: 69

Functional harmony: ii^{o4}₃ V⁷ i Bbm: V^{b9} ii^{o4}₃ V⁷ i Ab: V^{b9}

MY SEQUENCES

Sequence 1 - Cm

Sequence 2 - Cm

Sequence 3 - Bbm

Sequence 3 - Ab

Measure numbers: 63 64 65 66 67 68 69 70 71 72

Lesson 3 - Exercise 4-3-3: Completing Your Development

Purpose

The purpose of this exercise is to complete your development section.

Instructions

By this point, you should be familiar with the techniques involved in creating a new sequence based on the map. This is the first new material you've composed in a while, so take your time to come up with some interesting ideas.

1. Identify the locations that you will need new ideas. How will they differ or integrate with earlier ideas? Beethoven uses the three note 16th triplet figure to connect it to the main theme, but you can choose to make it more or less connected.
2. Complete your development.

Tips For Completing This Exercise

Sometimes the most difficult parts to compose are points where the texture changes, such as measure 81 and 93 in the map. Think about how Beethoven accomplishes texture changes and how you will accomplish the same. Sometimes your first attempt is not what you end with. Don't be afraid to change the accompaniment style, add new harmonies, or modify the melody to make it work. You can generally make ornamental changes easily without effecting the structure.

Exercise 4-3-3 - Completing Your Development

SEQUENCES MAP

73 Eb⁷ Ab/C Db G^o/Bb C⁷ Fm/Ab Bbm B^{o7}

V⁷ I⁶ IV vii^{o6} V/vi Fm: i⁶ vi⁶ iv vii^{o7}/V

C Fm/C C Fm/C B^o/C C

81 V i V V⁷ i vii^o/V V

(V ped. -----)

Fm/C C Fm/C B^o/C C C⁷ Fm/C B^o/C C C⁷ Fm/C B^o/C

86 i V V⁷ i vii^o/V V V⁷ i vii^o/V V V⁷ i vii^o/V

C Db/C Bbm C⁷/Bb Fm Bb⁷/Ab E^o/G

93 V VI⁴ iv V⁴ i⁶ V⁴/bVII vii^{o6}

cresc.

BEETHOVEN'S LEAD-IN, STANDING ON THE DOMINANT, AND DESCENDING 5THS

74

$E\flat^7$ $A\flat/C$ $D\flat$ $G^\circ/B\flat$

V^7 I^6 IV $vii^\circ6$

78

C^7 $Fm/A\flat$ $B\flat m$ $B^\circ7$

V/vi vi^6 $Fm: i^6$ iv $vii^\circ7/V$

82

C Fm/C C Fm/C B°/C

V i V V^7 i vii°/V

(V ped. -----)

86

C Fm/C C Fm/C B°/C

V i V V^7 i vii°/V

90

C C^7 Fm/C B°/C C C^7 Fm/C B°/C

V V^7 i vii°/V V V^7 i vii°/V

94

C Db/C Bbm

V VI¹ iv

98

C⁷/Bb Fm Bb⁷/Ab E^o/G

cresc.

V₂¹ i⁶ V₂¹/bVII vii⁶

MY LEAD-IN, STANDING ON THE DOMINANT, AND DESCENDING 5THS

4

73 Descending 5ths Sequence 74 75 76

77 78 79 80

Measures 81-100 of a musical score in 3/4 time, key of B-flat major. The score is written for piano (piano and bass staves). Measures 81-88 feature a complex melodic line in the right hand with many accidentals, and a steady eighth-note accompaniment in the left hand. Measures 89-92 continue this pattern. Measures 93-96 show a change in the right hand, with some measures containing rests. Measures 97-100 conclude the section with a final melodic phrase in the right hand and a sustained accompaniment in the left hand. A forte (f) dynamic marking is present in measure 100.

81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

5

Module 5: The Recapitulation

Module 5 brings us to the end of the model - the recapitulation. We'll learn how to wrap things up, harmonically and formally. But this won't be the end. We still have an optional module on the slow introduction and coda.

Lesson 2 - Exercise 5-2-1: The Recapitulation Main Theme	90
Exercise 5-2-1 - The Recapitulation Main Theme	91
Lesson 3 - Exercise 5-3-1: The Recapitulation Transition	93
Exercise 5-3-1 - The Recapitulation Transition	94
Lesson 4 - Exercise 5-4-1: The Recapitulation Subordinate Theme	96
Exercise 5-4-1 - The Recapitulation Subordinate Theme	97

Lesson 2 - Exercise 5-2-1: The Recapitulation Main Theme

Purpose

The purpose of this exercise is to complete your recapitulation main theme.

Instructions

The main theme for the exposition and recapitulation only differ ornamentally, so this is a fairly straight forward exercise.

1. Take your original main theme, and make ornamental changes.

Tips For Completing This Exercise

Even though changes are ornamental, it doesn't mean the main theme can't make an impression. Think about ways that you can reimagine the same material. You can change the accompaniment, the dynamics, articulations - in fact, any of the techniques of contrast will help differentiate it.

Exercise 5-2-1 - The Recapitulation Main Theme

RECAPITULATION MAIN THEME MAP

Recapitulation
Main Theme

101 *f* *sf* *sf* *ff* *rit.* *p*

Fm C⁷/E Fm E^o/G Fm/A^b G^o/B^b C

i V₃⁶ i vii^{o6} i⁶ ii^{o6} V B^bm:

BEETHOVEN'S RECAPITULATION MAIN THEME

101 *f* *sf* *ff* *p*

Fm C⁷/E Fm/A^b G^o/B^b C

i V₃⁶ i vii^{o6} i⁶ ii^{o6} V

MY RECAPITULATION MAIN THEME

101 102 103 104

105 106 107 108

pp *f* *pp*

f *ff* *p*

rit.

The musical score is for a piano piece in 3/4 time, featuring a recapitulation of a main theme. The key signature has three flats (B-flat, E-flat, A-flat). The score is divided into two systems. The first system contains measures 101 through 104. Measure 101 has a treble clef with a melody of eighth notes and a bass clef with a single chord. Measure 102 has a treble clef with a melody of eighth notes and a bass clef with a continuous eighth-note accompaniment. Measure 103 has a treble clef with a melody of eighth notes and a bass clef with a single chord. Measure 104 has a treble clef with a melody of eighth notes and a bass clef with a continuous eighth-note accompaniment. The second system contains measures 105 through 108. Measure 105 has a treble clef with a melody of eighth notes and a bass clef with a continuous eighth-note accompaniment. Measure 106 has a treble clef with a melody of eighth notes and a bass clef with a continuous eighth-note accompaniment. Measure 107 has a treble clef with a melody of eighth notes and a bass clef with a continuous eighth-note accompaniment. Measure 108 has a treble clef with a melody of eighth notes and a bass clef with a continuous eighth-note accompaniment. Dynamics include *pp* (pianissimo), *f* (forte), *ff* (fortissimo), and *p* (piano). A *rit.* (ritardando) marking is present above measure 107.

Lesson 3 - Exercise 5-3-1: The Recapitulation Transition

Purpose

The purpose of this exercise is to complete your recapitulation transition.

Instructions

Treat this transition and sequence as you did with the original sequence. Melodically and motivically, it is not all that different from the exposition, but harmonically, you have to use a sequence in F minor, instead of A $\flat$ major. This means working out the new voice leading path and making it work in the new key.

Because we already know the material that will be used in the subordinate theme, I am not as concerned with composing that first, as we did the in the exposition. At this point, it is better to just make continuous progress with your piece.

1. Figure out the sequential pattern.
 1. Start with just the chords of the sequential pattern, and label them.
 2. Map out what the general pattern between the bass and the soprano. This establishes the inversions, and overall counterpoint of the sequence.
 3. Figure out the inner voices. The goal is to have complete chords as much as possible, but you also want to avoid parallel octaves and 5ths. It is much more important to avoid parallels between the bass and soprano, which is why you should start with those. But attempt to have no parallel octaves or 5ths.
 4. Fill in the general pattern with melodic ideas.
 5. Pay special attention to the measures 116-118, which feature new material, that is very contrapuntal. Be sure to use contrary motion as much as possible to make the lines independent.
2. Once you've mapped out the transition harmonically, fill in all the melodic details, and accompaniment patterns.

Tips For Completing This Exercise

You are reaching the end of your piece, and at this point, the most important thing is continual progress. The key to happiness is completing things, so keep going.

Exercise 5-3-1 - The Recapitulation Transition

RECAPITULATION TRANSITION MAP

Transition

109 Fm i Bbm:V

110 Gbmaj7/F VI⁴

111 Ebm iv

112 F7(b9)/Eb V₂

113 Bbm/Db iv⁶ Fm: i⁶

114 Bbm/Db i⁶

Standing on
the dominant

115 B°/D vii°/V

116 C⁷ V

117 C⁷ Ger⁶

BEETHOVEN'S RECAPITULATION TRANSITION

109 Fm i Bbm:V

110 Gbmaj7/F VI⁴

111 C°/Eb ii⁶

112 F7(b9)/Eb V₂

113 Bbm/Db Fm: iv⁶ i⁶

114 Bbm/Db i⁶

115 B°/D vii°/V

116 C V

117 B°/D vii°/V

118 C V

119 B°/D vii°/V

120 C V

121 Fm/C i

122 C V

123 Fm/C i

124 C⁷ V⁷

125 Db⁷ Ger⁶

MY RECAPITULATION TRANSITION

109 **A tempo** 110 111 112 113

114 115 116 117 118

p 8^{vb}

The musical score is for a piano piece in E-flat major (three flats). It consists of two systems of staves. The first system contains measures 109 to 113. Measure 109 has a whole rest in the treble and a descending eighth-note scale in the bass. Measure 110 has a whole rest in the treble and a half note in the bass. Measure 111 has a whole rest in the treble and a half note in the bass. Measure 112 has a whole rest in the treble and a half note in the bass. Measure 113 has a whole rest in the treble and a half note in the bass. The second system contains measures 114 to 118. Measure 114 has a whole rest in the treble and a half note in the bass. Measure 115 has a whole rest in the treble and a half note in the bass. Measure 116 has a whole rest in the treble and a half note in the bass. Measure 117 has a whole rest in the treble and a half note in the bass. Measure 118 has a whole rest in the treble and a half note in the bass. The score is marked 'A tempo' and 'p' (piano). There is a dynamic marking '8^{vb}' in measure 114.

Lesson 4 - Exercise 5-4-1: The Recapitulation Subordinate Theme

Purpose

The purpose of this exercise is to complete your recapitulation subordinate theme.

Instructions

If you've made it this far, give yourself a pat on the back. Chances are, most people won't. But the work is not done. You now have to complete your subordinate theme. As before, there is not a lot that has changed, other than key. The exception is the post-cadential material. Beethoven adds a small extension from measures 146-152. Take the time to analyze it, using the map, his piece, and my piece, and then compose your own.

1. Transpose your original subordinate theme from A $\flat$ major to F minor.
2. Compose your new post-cadential material following the expanded cadential progression.
3. Finish your subordinate theme... and you're piece!

Tips For Completing This Exercise

Maintain your focus. This is probably the point at which it is easiest to quit, but you can do it.

Exercise 5-4-1 - The Recapitulation Subordinate Theme

RECAPITULATION SUBORDINATE THEME MAP

Subordinate Theme

119

C C⁷(b⁹) Fm/C C⁷(b⁹) Fm/C C⁷(b⁹) C⁷/Bb

V V⁹ I V⁹ I V⁹ V²

125

Fm/A^b E^o/G Fm Db⁷ C Db⁷ C G^o/Bb Fm/A^b G^o/Bb Fm/A^b C/E Fm C⁷/G

i⁶ vii⁶ i It⁶ V It⁶ V ii⁶₅ i⁶ ii⁶₅ i⁶ V⁶ i V⁴₃

ECP

Scalar Passage

132

Fm/A^b G^o/Bb Fm/C C⁷/Bb Fm/A^b G^o/Bb Fm/C C⁷

i⁶ ii⁶₅ V⁶₄ V⁴₂ i⁶ ii⁶₅ V⁶₄ V⁷

Post Cadential Material

140

Fm Db⁷ Fm/C C⁷ Fm Db⁷ Fm/C C⁷ Fm Db⁷ Fm/C C⁷/Bb

i Ger⁶ V⁶₄ V⁷ i Ger⁶ V⁶₄ V⁴₂

146

F⁷/A Bbm Eb⁷/G Ab Dbmaj⁷/F G^o E^o7 Dbmaj⁷/F Db G^o/Bb C⁷ Fm

V⁶₃/iv iv V⁶₃/III III VI⁶₅ ii^o vii⁷₅ VI⁶₅ VI ii⁶₅ V⁷ i

BEETHOVEN'S RECAPITULATION SUBORDINATE THEME

119 C C⁷(b9) Fm/C C⁷(b9) Fm/C C⁷(b9)

V V⁹ i V⁹ I V⁹

124 C⁷/Bb Fm/Ab E^o/G Fm Db⁷ C Db⁷

V⁴ i⁶ vii^{o6} i It⁶ V It⁶

128 C G^o/Bb Fm/Ab G^o/Bb Fm/Ab C/E Fm C⁷/G

V ii^{o6}₅ i⁶ ii^{o6}₅ i⁶ V⁶ i V⁴₃

132

Fm/A^b G^o/B^b Fm/C C⁷/B^b

ff *p*

i⁶ *sf* ii⁶ *sf* V₄⁶ *sf* V₂⁴

136

Fm/A^b G^o/B^b Fm/C C⁷

ff *pp*

i⁶ *sf* ii⁶ *sf* V₄⁶ *sf* V⁷

140

Fm Db⁷ Fm/C C⁷ Fm Db⁷ Fm/C C⁷ Fm Db⁷ Fm/C C⁷/B^b

PAC

i Ger⁶ V₄⁶ V⁷ i Ger⁶ V₄⁶ V⁷ i Ger⁶ V₄⁶ V₂⁴

146

F⁷/A Bbm Eb⁷/G A^b Dbmaj⁷/F G^o E^{o7} Dbmaj⁷/F Db G^o/B^b C⁷ Fm

ff *ff* *sf* *sf* *sf* *ff*

V₃⁶/iv iv V₃⁶/III III VI₅⁶ ii^o vii^{o7} VI₅⁶ VI ii₅⁶ V⁷ i

MY RECAPITULATION SUBORDINATE THEME

Musical score for 'MY RECAPITULATION SUBORDINATE THEME' in 3/4 time, key of B-flat major. The score is written for piano and consists of four systems of staves (treble and bass clef). The measures are numbered 119 through 134. The key signature has two flats (B-flat and E-flat). The score includes various musical notations such as notes, rests, and a forte (f) dynamic marking at measure 132.

Measures 119-122: Treble clef has a half rest, a quarter note G4, a quarter note F#4, and a quarter note E4. Bass clef has a continuous eighth-note pattern: G3, A3, B3, C4, D4, E4, F4, G4.

Measures 123-126: Treble clef has a half rest, a quarter note G4, a quarter note F#4, and a quarter note E4. Bass clef has a continuous eighth-note pattern: G3, A3, B3, C4, D4, E4, F4, G4.

Measures 127-130: Treble clef has a half rest, a quarter note G4, a quarter note F#4, and a quarter note E4. Bass clef has a continuous eighth-note pattern: G3, A3, B3, C4, D4, E4, F4, G4.

Measures 131-134: Treble clef has a half rest, a quarter note G4, a quarter note F#4, and a quarter note E4. Bass clef has a continuous eighth-note pattern: G3, A3, B3, C4, D4, E4, F4, G4. Measure 132 includes a forte (f) dynamic marking.

Musical score for piano, measures 135-152. The score is written in G major (one sharp) and 4/4 time. It consists of four systems of two staves each (treble and bass clef). The key signature has one sharp (F#). The score includes various musical notations such as eighth notes, quarter notes, half notes, and rests. Measure numbers 135 through 152 are indicated above the staves. The piece concludes with a double bar line at the end of measure 152.

Module 6: The Slow Introduction and Coda

Module 6 covers the last two sections of standard sonata form - the slow introduction and the coda. Just because Beethoven didn't add them to his piece doesn't mean you can't. This is where you start to break free from the model and compose what you hear in your head.

Lesson 2 - Exercise 6-2-1: The Slow Introduction	103
Exercise 6-2-1 - The Slow Introduction	104
Lesson 3 - Exercise 6-3-1: The Coda	105
Exercise 6-3-1 - The Coda	106

Lesson 2 - Exercise 6-2-1: The Slow Introduction

Purpose

The purpose of this exercise is to practice composing a slow introduction.

Instructions

Just because Beethoven doesn't add a slow introduction to his composition, doesn't mean you can't. Take the time to compose a slow introduction and then decide if you want to add it or not.

Slow introductions overall have the following characteristics:

1. They tend to be loosely construction, and the least predictable of all the sections.
2. They generally contain their own prominent melodic-motivic material.
3. The goal is usually a half-cadence in the home key, although it is also common to have the goal as an authentic cadence that elides with the start of the exposition.
4. They can have anywhere from 1-4 sections, but are most commonly binary or ternary in design.
5. They tend to focus on minor keys, ambiguous harmonic plans and chromaticism.
6. Overall they broadcast a solemn, and serious tone.
7. It is also common to have a stately tone, with fanfare gestures and dotted 8th rhythms. This is a holdover from the baroque french overture, which commonly had fanfare gestures in the opening.
8. There is also an overall uncertainty, caused by the ambiguous harmony, and discontinuities in melody, rhythm, texture, and dynamics.

Composing your slow introduction put into practice several important skills:

1. Developing related thematic material.
2. Writing loose theme types.
3. Modulating to closely related keys.
4. Using chromatic harmony.
5. Using the techniques of contrast.

Tips For Completing This Exercise

Have fun with this. Let the music carry you along, and really listen to what you are writing. Sometimes theory will tell you to do something, a modulation, a formal procedure, etc., but your ears and your gut will tell you to do something else. That is your compositional voice coming through - so listen to it.

Exercise 6-2-1 - The Slow Introduction

My Slow Introduction

Grave
Rubato

3

5

$\text{♩} = 170$

p

Lesson 3 - Exercise 6-3-1: The Coda

Purpose

The purpose of this exercise is to compose your coda.

Instructions

As before, Beethoven did not write a coda, so it is up to you how it unfolds. I went with a process similar to composing a subordinate theme:

1. Start with a basic idea.
2. Expand that basic idea into a tight-knit theme.
3. Further loosen the tight-knit theme, and using any loosening techniques at your disposal.

Tips For Completing This Exercise

As before, have fun. Even though the coda is not required for formal closure, it can really help you bring about great emotional closure and make a large statement at the end of your piece. What else do you want to “say” musically?

Exercise 6-3-1 - The Coda

MY CODA BASIC IDEA

Musical notation for 'MY CODA BASIC IDEA'. The piece is in 4/4 time with a key signature of three flats (B-flat, E-flat, A-flat). The melody in the treble clef begins with a half note G4, followed by a quarter rest, then a quarter note A4, and continues with eighth notes. The bass clef features a steady eighth-note accompaniment of chords. Dynamics include a forte (f) to piano (p) crescendo in the first measure, followed by a piano (p) section, and then a forte (f) section. A slur covers the first two measures of the melody.

MY TIGHT-KNIT CODA

Musical notation for 'MY TIGHT-KNIT CODA' (first system). It continues in 4/4 time with the same key signature. The melody and accompaniment are more complex, with the melody featuring more frequent eighth-note runs. Dynamics include forte (f) to piano (p) and piano (p) to forte (f) transitions. Slurs are used to group measures in the melody.

Musical notation for 'MY TIGHT-KNIT CODA' (second system). The system begins with a measure number '5' above the treble clef. The melody continues with eighth-note runs and includes a half note G4. The bass clef accompaniment remains consistent. The piece concludes with a final chord in the treble and a whole note G2 in the bass, followed by a double bar line.

My Complete Coda, Loosened

The musical score is written for piano and bass in 4/4 time, featuring a variety of chords and dynamics. The score is organized into five systems, each with a treble and bass staff. The key signature is three flats (B-flat, E-flat, A-flat).

System 1: Treble staff has a half note G4, a quarter note F#4, a quarter note E4, and a half note D4. Bass staff has a half note G2, a quarter note F#2, a quarter note E2, and a half note D2. Dynamics: *f* (first measure), *p* (second measure), *f* (third measure), *p* (fourth measure). Chords: V_3^6/iv (first measure), *iv* (second measure).

System 2: Treble staff has a half note G4, a quarter note F#4, a quarter note E4, and a half note D4. Bass staff has a half note G2, a quarter note F#2, a quarter note E2, and a half note D2. Dynamics: *f* (first measure), *p* (second measure), *f* (third measure), *p* (fourth measure). Chords: vii°/V (first measure), V_4^6 (second measure), $\frac{5}{3}$ (third measure).

System 3: Treble staff has a half note G4, a quarter note F#4, a quarter note E4, and a half note D4. Bass staff has a half note G2, a quarter note F#2, a quarter note E2, and a half note D2. Dynamics: *f* (first measure), *p* (second measure), *f* (third measure), *p* (fourth measure). Chords: *i* (first measure), iv_4^6 (second measure).

System 4: Treble staff has a half note G4, a quarter note F#4, a quarter note E4, and a half note D4. Bass staff has a half note G2, a quarter note F#2, a quarter note E2, and a half note D2. Dynamics: *f* (first measure), *p* (second measure), *f* (third measure), *p* (fourth measure). Chords: $vii_4^{\circ 6}/V$ (first measure), V_4^6 (second measure), V_7 (third measure).

System 5: Treble staff has a half note G4, a quarter note F#4, a quarter note E4, and a half note D4. Bass staff has a half note G2, a quarter note F#2, a quarter note E2, and a half note D2. Dynamics: *p* (first measure), *ff* (second measure). Chords: *i* (first measure), V^7 (second measure), *i* (third measure), V^7 (fourth measure), *i* (fifth measure), V_2^4 (sixth measure), i^6 (seventh measure), V_2^4 (eighth measure), V_4^6 (ninth measure), $\frac{5}{3}$ (tenth measure), V_4^6 (eleventh measure), $\frac{5}{3}$ (twelfth measure), i^4 (thirteenth measure).

Module 7: Score Cleanup Checklist

Score Information

1. Title
2. Subtitle if appropriate
3. Composer
4. Copyright
5. Meta-data

Layout

1. Legibility
2. Page turns
3. Phrasing
4. Correct paper size

Text

1. Appropriate text type used (staff vs system)
2. Collisions
3. Poor text placement

Dynamics

1. Missing dynamics
2. Unnecessarily repeated dynamics
3. No dynamic after a long rest
4. Improper styling of dynamics
5. Dynamics in the wrong location

Articulation

1. Incorrect articulations
2. Inconsistent articulations
3. Unarticulated sections

Spacing

1. Rhythmic spacing
2. Vertical spacing of dynamics and text
3. Spacing between staves
4. Spacing between systems
5. Page and System margins

Notation

6. Poor clef choice
7. Use of multiple voices to achieve clearer notation
8. Piano pedal markings if appropriate
9. Accidentals
 1. Up vs Down
 2. Logical Intervals
10. Changes in playing techniques

Appendix A - Basic Idea Harmonic Patterns

Here is a table of possible harmonic patterns for your basic ideas. Note, VI[#] is the same chord as a V/ii, but it doesn't necessarily move to ii. II^{#6} is the same chord as V⁶/V, but it also doesn't move to V. III[#] is the same as V/vi.

Measure 1		Measure 2	
I		V	
I		vi	
I		IV	
I		iv ^b	
I		VI [#]	
I		vii ^o	
I	V	I	
I	vii ^{6o}	I ⁶	
I	IV	I	
I	vi ⁶	V ⁶	
I	vi	I ⁶	
I	vi	IV	
I	iv ^b	I	
I	IV ⁶	ii ⁶	
I	ii ⁶	V	
I	V	vi	
I	V/vi	vi	
I	iii	vi	
I	II ^{#6}	iv ^b	
I	V/ii	ii ⁶	
I	^b VII	I	
I	vii ^o	III [#]	

Appendix B - Basic Idea With Repetition

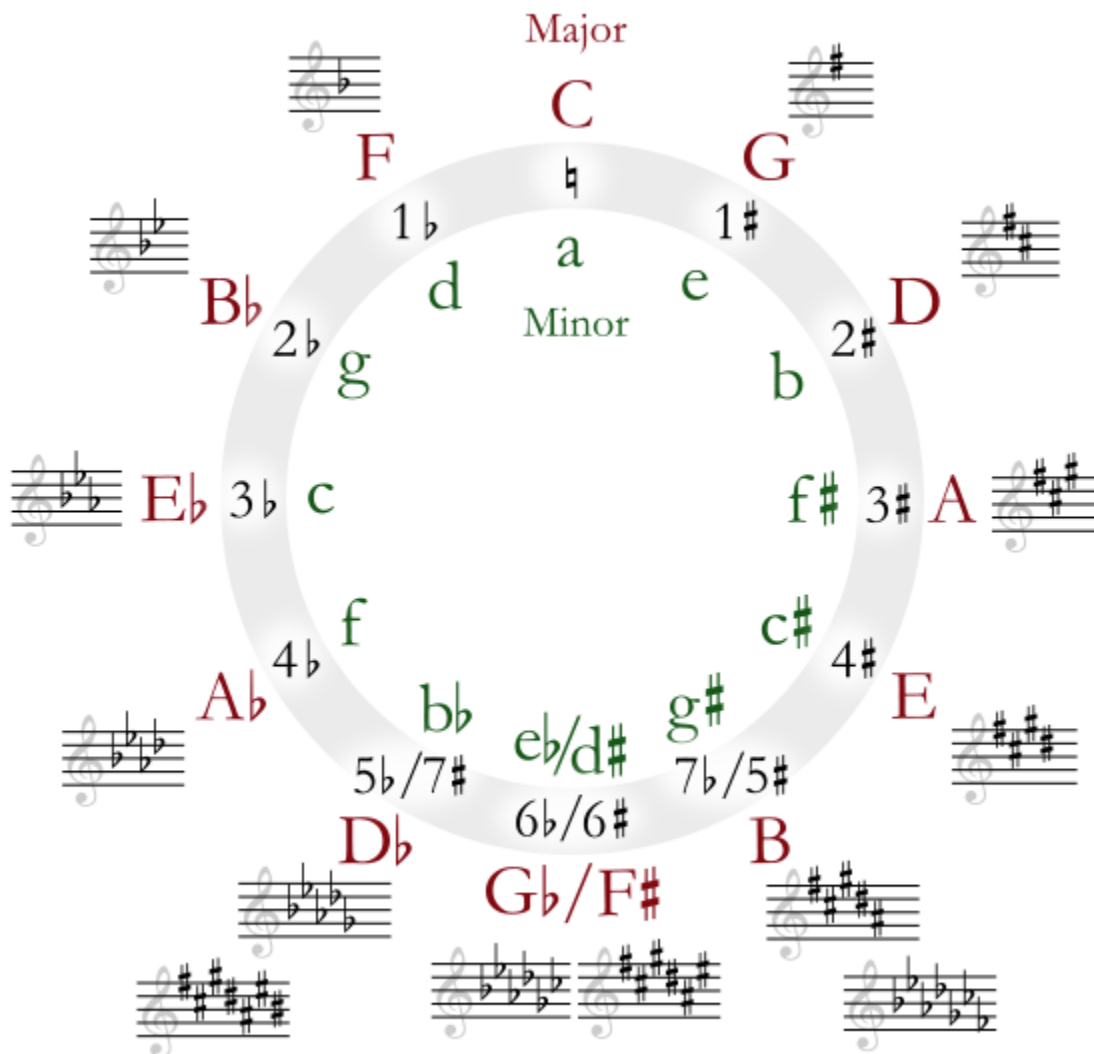
Here is a table of possible harmonic patterns for your basic ideas. Measures 1 and 2 are your basic idea, and measures 3 and 4 are the repetition. These are only recommendations, obviously the more measures you add to a chart like this, the options grow exponentially. You always have the option to do an exact repetition, which would maintain the original harmony. Note that some of these stray from pure functional harmony. You can also safely change them to minor.

Measure 1		Measure 2		Measure 3		Measure 4	
I		V		V ⁷		I	
I		vi		ii ⁶		V ⁷	
I		IV		ii ⁶		V ⁷	
I		iv ♭		I ⁶		ii ⁶	V ⁷
I		V/ii		ii		V ⁷	
I		vii ^o		I		I ⁶	
I	V	I		V		I	
I	vii ^{6o}	I ⁶		ii ⁶		V ⁷	
I	IV	I		V ⁷		I	
I	vi ⁶	V ⁶		iii		ii ⁶	V ⁷
I	vi	I ⁶		IV		V ^{6/4}	V ⁷
I	vi	IV	V ⁷	I	ii ⁶	V ⁷	I
I	iv ♭	I		V ⁷		I	
I	IV ⁶	ii ⁶	V ⁷	I	ii ⁶	V ⁷	I
I	ii ⁶	V		I ⁶	iv ♭	I ⁶	V ⁷ /IV
I	V	vi		ii ⁶		V ⁷	
I	V/vi	vi		iv ♭ ⁶		V	
I	iii	vi		ii ⁶		V ⁷	
I	II ^{#6}	iv ♭		I ⁶	ii ⁶	V ⁷	I
I	V/ii	ii ⁶	V ⁷	vi	V/ii	ii ⁶	V ⁷
I	♭ VII	I		♭ VI	♭ VII	I	
I	vii ^o	V/vi	vi	ii ⁶		V ^{6/5}	

Appendix C - Closely Related Key Chart

To find closely related keys:

1. The capital letters in red a major.
2. The lower case letters in green are minor.
3. Pick your starting key, for instance, C Major.
4. The closely related keys are either one key to the left or one key to the right. For instance, F major closely related to C Major, as is G major.
5. They are considered closely related, because they are only 1 accidental different from each other.



Appendix D - Pivot Chord Charts

These tables allow you to easily find pivot chords to modulate from one key to another closely related key, in both major and minor. The row on top is the starting key. The column on the left is the target key, that you want to modulate to. The yellow blocks show you the chords that are shared between the main key, and the target key. In order to find a pivot chord, choose a target key, and then find a yellow block. You can use that chord to modulate to the new key.

How To Use Them

1. Establish the first key. The tonic for the key you establish is now the green I or i in the top left corner of the table. Example: I = C major
2. Now decide the closely related key that you want to modulate to. Find that key's roman numeral on the left hand column. Those roman numerals are in dark grey. I want to modulate to ii = D minor
3. Move along the row to see which chords are shared between the two closely related keys. The chords that are shared between C major and D minor are the ii chord (i chord in D minor) and the IV chord (III in D minor). They are highlighted in yellow.
4. Use one of those chords as a pivot, followed by the dominant of the new key.

Major

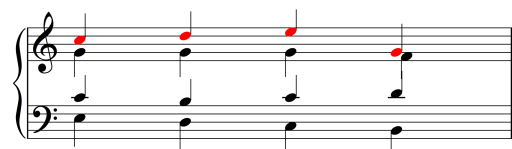
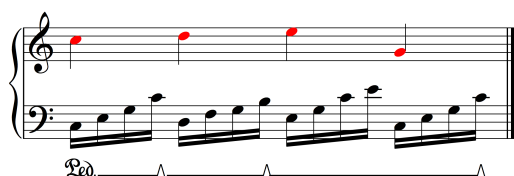
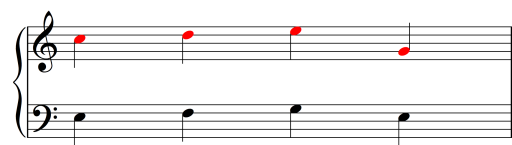
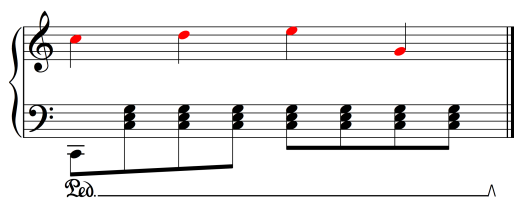
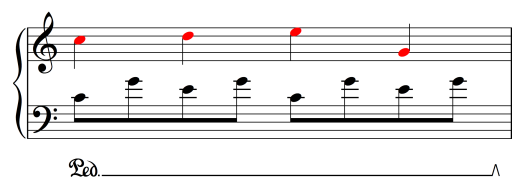
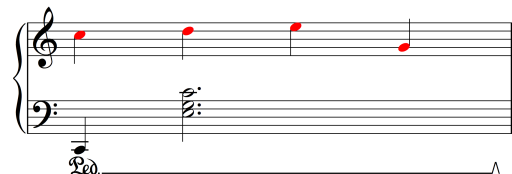
I	I	ii	iii	IV	V	vi	vii°
ii	vii°	i	ii°	III	iv	V	VI
iii	VI	vii°	i	ii°	III	iv	V
IV	V	vi	vii°	I	ii	iii	IV
V	IV	V	vi	vii°	I	ii	iii
vi	III	iv	V	VI	vii°	i	ii°

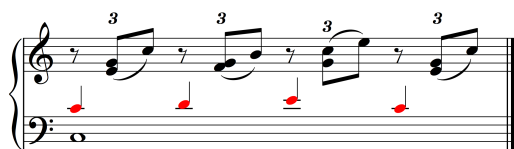
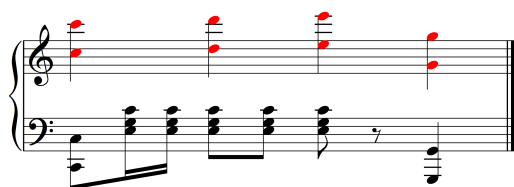
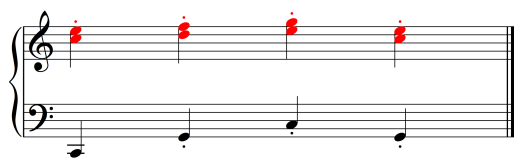
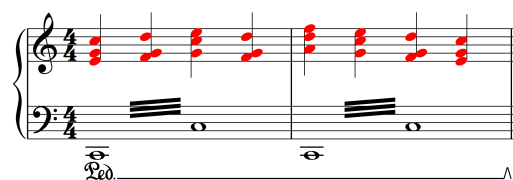
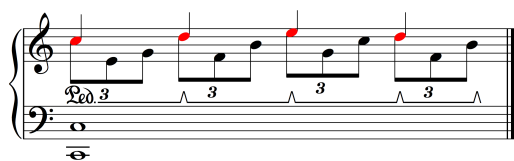
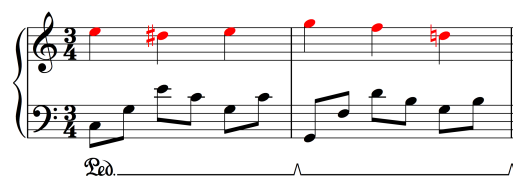
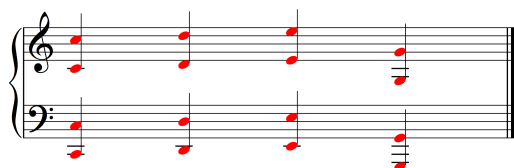
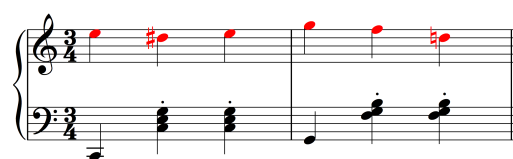
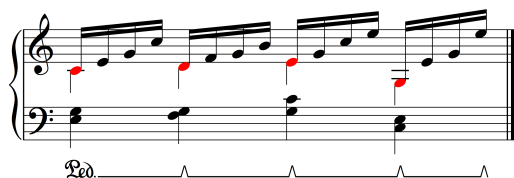
Minor

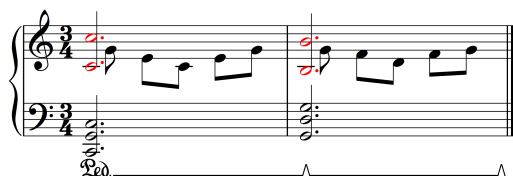
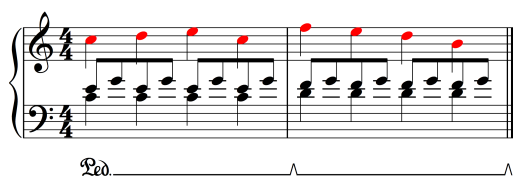
i	i	ii°	III	iv	V	VI	vii°
III	vi	vii°	I	ii	iii	IV	V
iv	V	VI	vii°	i	ii°	III	iv
v	iv	V	VI	vii°	i	ii°	III
VI	iii	IV	V	vi	vii°	I	ii
VII	ii	iii	IV	V	vi	vii°	I

Appendix E - Accompaniment Patterns

These are all the accompaniment patterns from module 10. Enjoy.



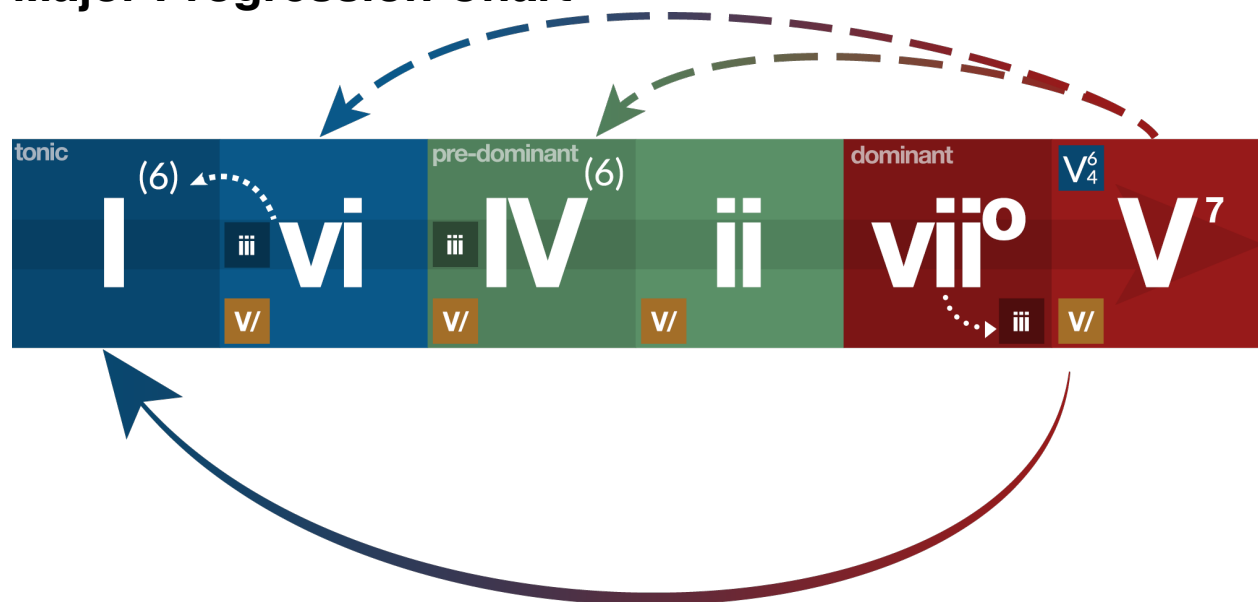




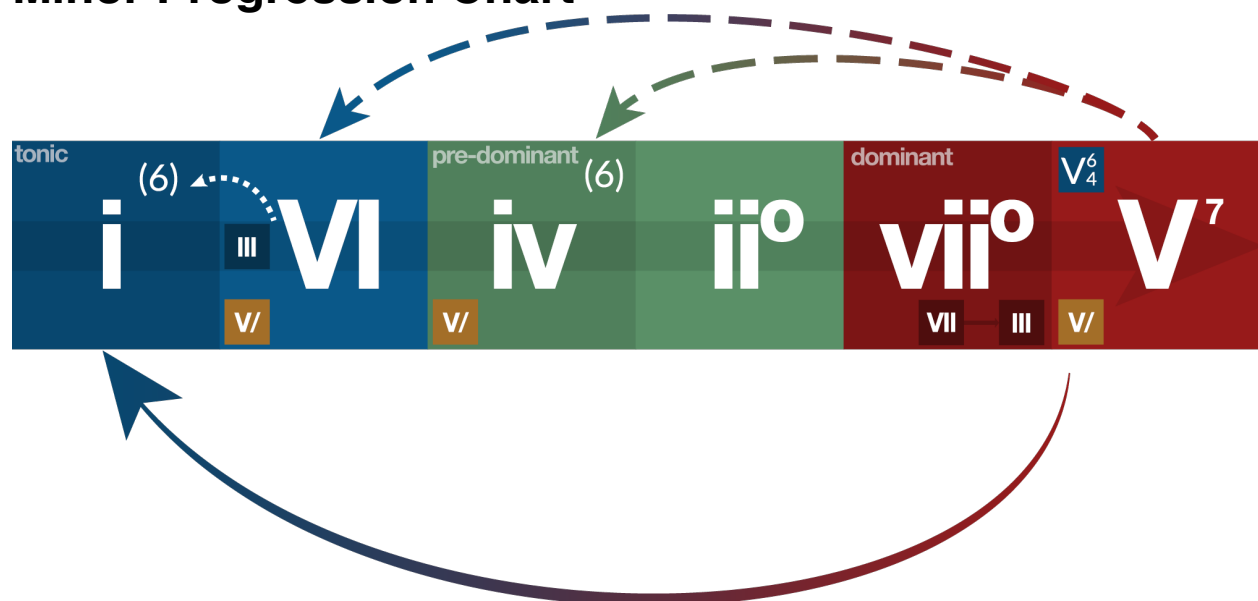
Appendix F - Functional Progression Charts

These are the functional chord progression charts for both major and minor progressions.

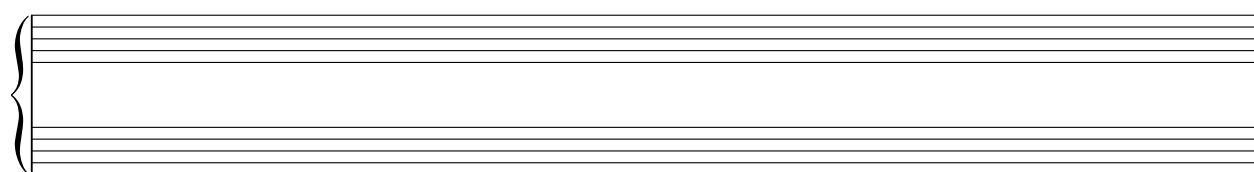
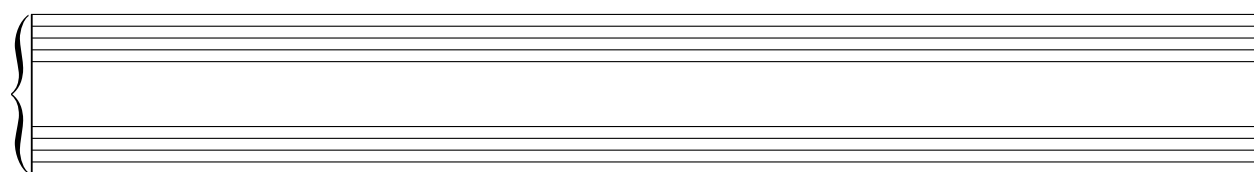
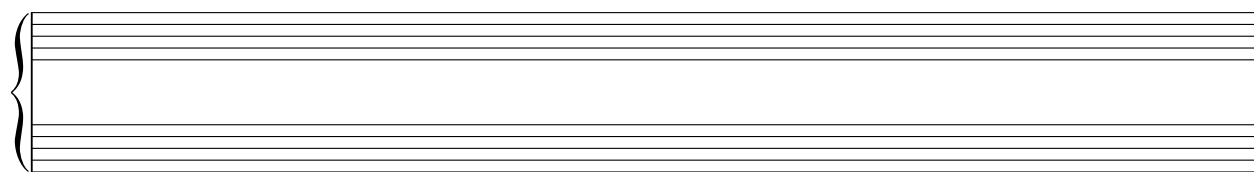
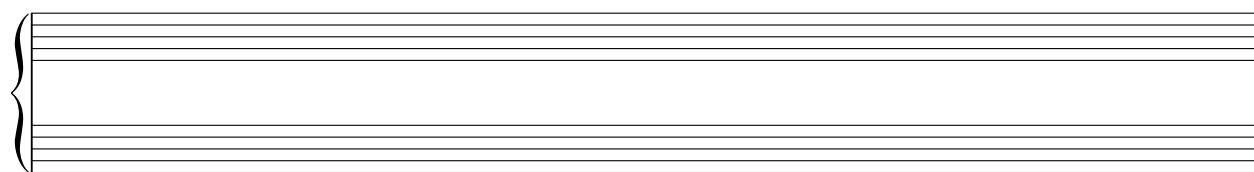
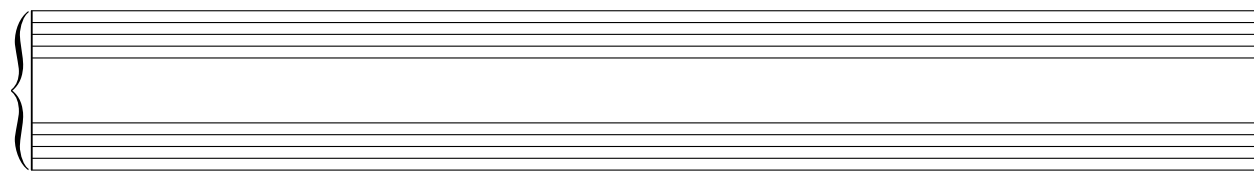
Major Progression Chart



Minor Progression Chart



Appendix G - Blank Staff Paper



Appendix H - The Complete Beethoven Map

Beethoven Sonata No. 1, Mvt. 1 - Map

Ludwig Van Beethoven

www.artofcomposing.com/sonata-form

Created by Jon Brantingham

Main Theme
Allegro ♩=170

p *p* *sf* *sf* *ff* *rit.* *p*

i V₃⁶ i vii⁶ i⁶ ii⁶ V
Fm C⁷/E Fm E^o/G Fm/A^b G^o/B^b C

9 **Transition**
Cm Fm/C B^bm⁷ E^b⁷ A^b

15 Ab: v iii vi⁴ ii⁷ V₃⁴ I

B^bm/D^b B^b⁷/D E^b A^b/C B^bm/D^b B^b⁷/D E^b A^b/C B^bm/D^b B^b⁷/D

20 ii⁶ V₃⁶/V V⁷ I⁶ ii⁶ V₃⁶/V I I⁶ ii⁶ V₃⁶/V

Subordinate Theme

26 V⁷ I⁶ V⁷ I⁶ V⁷

I⁶ V⁶ I vii⁶/V V vii⁶/V V vii⁶₃ I⁶ vii⁶₃ I⁶ V⁶ I V⁶

2

33

Scalar Passage

Scalar Passage

41 *f* *p* *f* *p*

I⁶ ii⁶ V₄⁶ V₂⁴ I⁶ ii⁶ V₄⁶ V⁷

PAC

rit.

49 I vii^{o7}/V V₄⁶ V⁷

Pre-Core

Ab Eb⁷/G Bb^o/G Gb⁷ F F⁷(b9)

57 Core Model

I V₃⁶ vii^{o7} Ger₅⁶ V⁹ V₃⁹

Bbm/F F⁷(b9) Bbm/F F⁷(b9) F⁷/Eb Bbm/D_b F/C Bbm Ab⁷ Cm: G G⁷(b9)

65 Sequence

Cm G⁷(b9) Cm G⁷(b9) G⁷ Cm F⁷(b9) F⁷ Bbm Eb⁷(b9)

V⁷ i V₃⁹ V⁷ i V₃⁹ V₂⁴ i⁶ V₄⁶ i Ger₅⁶ V⁹ V₃⁹

Bbm:

V⁷ i V₃⁹ i V₃⁹ V⁷ i V₃⁹ V⁷ i Ab: V₃⁹

74

$E\flat^7$ $A\flat/C$ $D\flat$ $G^\circ/B\flat$ C^7 Fm/C $B\flat m$ $B^\circ 7$

V^7 I^6 IV $vii^\circ 6$ V/vi vi^6 ii $vii^\circ 7/V$

82

C Fm/C C Fm/C B°/C C

V i V V^7 i vii°/V V

(V ped. -----)

87

Fm/C C Fm/C B°/C C C^7 Fm/C B°/C C C^7 Fm/C B°/C

i V V^7 i vii°/V V V^7 i vii°/V V V^7 i vii°/V

94

C $D\flat/C$ $B\flat^7/A\flat$ E°/G

V VI^4 iv V_2^4 i^6 $V_2^4/bVII$ $vii^\circ 6$

102

Recapitulation
Main Theme

Fm C^7/E Fm E°/G $Fm/A\flat$ $G^\circ/B\flat$ C

i V_3^6 i $vii^\circ 6$ i^6 $ii^\circ 6$ V $B\flat m:$

4

110 **Transition** Standing on the dominant

Fm Gbmaj⁷/F Ebm F⁷(b⁹)/Eb Bbm/D^b B^o/D C⁷

i VI⁴ iv V⁴ iv⁶ vii^o/V V Ger⁶

Bm:V

120 **Subordinate Theme**

C C⁷(b⁹) Fm/C C⁷(b⁹) Fm/C C⁷(b⁹) C⁷/B^b

I V⁹ I V⁹ V⁴

126 V V⁹

Fm/A^b E^o/G Fm Db⁷ C Db⁷ C G^o/B^b Fm/A^b G^o/B^b Fm/A^b C/E Fm C⁷/G

i⁶ vii^{o6} i It⁶ V It⁶ V ii^{o6}₅ i⁶ ii^{o6}₅ i⁶ V⁶ i V⁴₃

133 **ECP** Scalar Passage

Fm/A^b G^o/B^b Fm/C C⁷/B^b Fm/A^b G^o/B^b Fm/C C⁷

ff *p* *ff* *pp*

i⁶ ii^{o6} V⁴ V⁴ i⁶ ii^{o6} V⁴ V⁷

141 **Post Cadential Material**

Fm Db⁷ Fm/C C⁷ Fm Db⁷ Fm/C C⁷ Fm Db⁷ Fm/C C⁷/B^b

i Ger⁶ V⁴ V⁷ i Ger⁶ V⁴ V⁴

147

Chords: F7/A, Bbm, Eb7/G, Ab, Dbmaj7/F, G° E°7, Dbmaj7/F, Db, G°/Bb, C7, Fm

Dynamics: ff, ff, sf, sf, sf, ff

Roman Numerals: V⁶/iv, iv, V⁶/III, III, VI⁶, ii°, vii°7, VI⁶, VI, ii⁶, V⁷, i