Dictation

Part II: Tonal & Melodic

Chapter 21: Chromaticism: Secondary Dominants

Since dictation and reading skills work hand in hand, developing dictation skills positively impacts reading skills and vice versa.

Tonal Dictation: Chromaticism-Secondary Dominants

Developing Aural-Oral Translation Skills

Practice naming patterns using the three-step aural-oral process with your instructor or student partner and independently via the Part II, MP3 files of the tonal patterns in Chapter 21 which are located on the companion website.

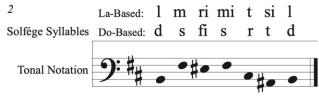
Tonal Procedure

- On the first playing/singing, write the first letter of each tonal syllable. Draw a question mark if a particular pitch cannot be determined and then move forward focusing on the ensuing pitches.
- On the second playing/singing, address the missing pitch(es).
- Translate the tonal syllables into notation by using note heads to indicate the pitches on the staff.

Tonal Dictation and Notation

Chromaticism: Secondary Dominants





Melodic Dictation: Chromaticism-Secondary Dominants Simple and Compound Meters

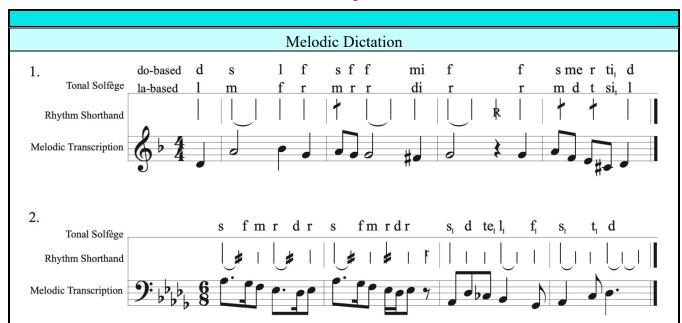
Melodic Shorthand Procedure

Write with one hand and quietly use a down-up (simple meter) or down-up-up (compound) motion with the other hand. Following the compound meter, down-up-up ($\downarrow\uparrow\uparrow$) or the simple meter, down-up ($\downarrow\uparrow\uparrow$) motion of each beat can be visual and kinesthetic aids in determining the rhythm.

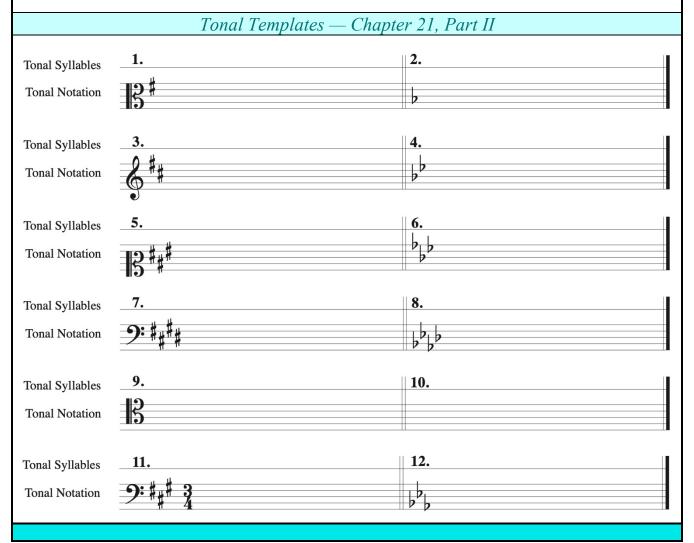
Write the first letter of each tonal syllable above the beat lines and mark the appropriate rhythm shorthand on the beat lines. See Part I, Chapters 1-25 for the shorthand keys in simple, compound, asymmetrical and mixed meters.

- First playing: focus on only the rhythm or tonal aspect, preferably your strongest element.
- Second playing: focus on the other element.
- Third playing: address missing rhythms or pitches and make any necessary adjustments.
- Transcribe the rhythm shorthand and tonal syllables into notation on the staff.

Suggested melodic shorthand symbols for Part II, Chapter 21 are illustrated below.



As skills improve, gradually increase the length of each dictation exercise. Reading exercises in Section 21.4-21.9 as well as Chapter 21, Additional Reading Exercises located on the companion website, can be used for dictation.



1	Melodic '	Templ							pter 21	, Pa	rt II	
			The ins	structor	will ind	licate the ke	y signa	ture.				
Tonal Syllables	1.											
Short Hand												
Notation	22											
	104											
Tonal Syllables	2.											
Short Hand					Ī	1				П		
Notation	124			<u>'</u>						'		
Ttotation	104											
Tonal Syllables	3.											
	<u>v.</u>	ı			1	1	11		1	īI	Ī	1 1
Short Hand	12	I			l				<u> </u>			1
Notation	1 5 3											
Tonal Syllables	4.	1	T 1	1	1		1					
Short Hand												
Notation	124											
	113 -											
Tonal Syllables	5.											
Short Hand							T			\prod		T I
Notation	3											
	13 4 5											
Tonal Syllables	6.											
Short Hand							īl		1	1		
	115) /	ı				<u> </u>		1 1	<u> </u>	I		
Notation	54											
Tomal C-11-11	7.											
Tonal Syllables	/.	l	₁ I			1 1		T ,			<u> </u>	
Short Hand	<u> </u> 9	I						I			ı	l
Notation	15 7											

Me	elodic Templates [Compound Meter-C Clefs] — Chapter 21, Part II
	The instructor will indicate the key signature.
Tonal Syllables	1.
Short Hand	
. = Beat Unit	38
Tonal Syllables	2.
Short Hand	
1	129
. = Beat Unit	
Tonal Syllables	3.
Short Hand	
. = Beat Unit	153
Tonal Syllables	4.
Short Hand	
	TO 12
. = Beat Unit	13.8
	5.
Tonal Syllables	
Short Hand	
D	
. = Beat Unit	1 28
Tonal Syllables	6.
Short Hand	
Short Hand	
. = Beat Unit	58
Tonal Syllables	7.
Short Hand	
ī	10.12
. = Beat Unit	88

