## **Dictation**

## Part II: Tonal & Melodic

# Chapter 20: Chromaticism: Nonharmonic Tones

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

## Tonal Dictation: Chromaticism-Nonharmonic Tones

## **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 20 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: Nonharmonic Tones





# Melodic Dictation: Chromaticism-Nonharmonic Tones Simple and Compound Meters

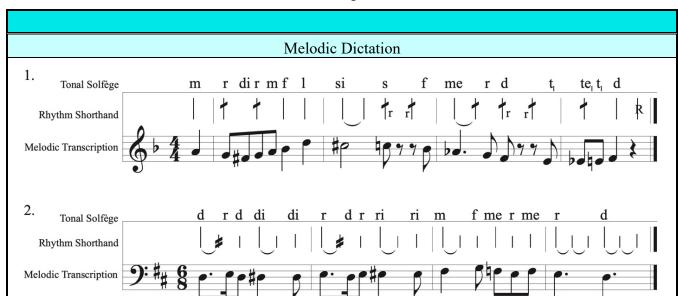
#### **Melodic Shorthand Procedure**

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.

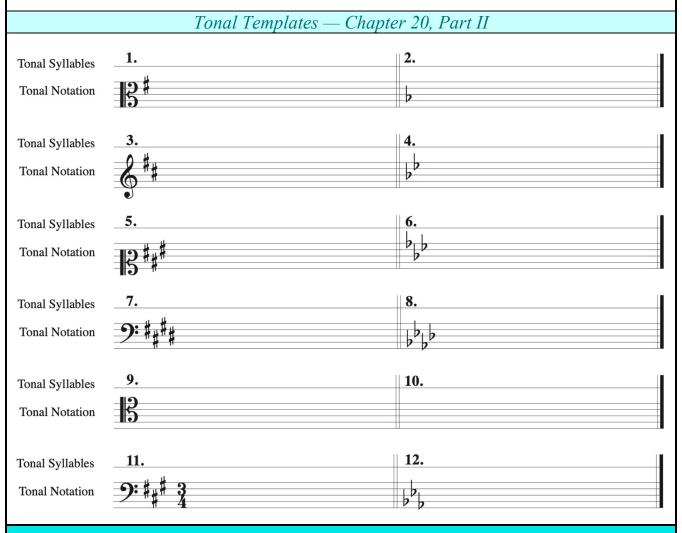
Write the first letter of each tonal syllable above the beat lines and mark the appropriate rhythm shorthand on the beat lines. See Part I, Chapters 1-21 for the shorthand key in simple and compound meter.

- 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 20 are illustrated below.



As skills improve, gradually increase the length of each dictation exercise. Reading exercises in Section 20.4 and Chapter 20, Additional Reading Exercises located on the companion website, can be used for dictation.



1	Melodi	c Tei	npla								apter	20, F	Part II		
				The	instructo	or will i	indicat	te the k	ey signa	ture.					
Tonal Syllables	1.														
Short Hand					Ϊĺ				$\Box$						
Notation	192														
1,000,000	54														
T 10 11 11	2.														
Tonal Syllables		1	1	1 1	- 1	ī	1	1	- 1	1	1 1	- 1	Ī	Т	1 .
Short Hand	II O					1							I	I	
Notation	154														
Tonal Syllables	3.														
Short Hand															
Notation	$\frac{12}{53}$														
	4														
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Tonal Syllables	7.	1	1	1 1			1		-1	1	1 1	- I	Ī		T
Short Hand													ı		
Notation	124														
	ПО														
Tonal Syllables	5.														
Short Hand															
Notation	3														
	34														
T10-11-11-	6.														
Tonal Syllables	<u>o.</u>	1	1		- T			1	- T	1	1 1	- 1	I	1	1
Short Hand			l					1		ı			ı	I	
Notation	134														
Tonal Syllables	7.														
Short Hand															
Notation	32	1													
	4														

Me	lodic Templates [Compound Meter-C Clefs] — Chapter 20, Part II
	The instructor will indicate the key signature.
Tonal Syllables	1.
Short Hand	
. = Beat Unit	
Tonal Syllables	2.
Short Hand	
1	29
. = Beat Unit	
Tonal Syllables	3.
Short Hand	
. = Beat Unit	153
Tonal Syllables	4.
Short Hand	
	ro 12
. = Beat Unit	13.8
	5.
Tonal Syllables	
Short Hand	
D	
. = Beat Unit	<b>1</b> 38
Tonal Syllables	6.
Short Hand	The state of the s
Short Hand	
. = Beat Unit	38
Tonal Syllables	7.
Short Hand	
1	us 12
. = Beat Unit	<b>1</b> 5 8

