

TONAL HARMONIC DICTATION

A Workbook

Thomas L. Durham

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PREFACE

TONAL HARMONIC DICTATION is a text-workbook designed to help freshman and sophomore college students with aural understanding of functional harmony. Teachers and students often complain that they can never find enough harmonic dictation examples for use in and out of the classroom. This workbook helps to fill that need. Text units 1, 2, and 3 coordinate with the usual concomitant college theory courses in primary, diatonic, and chromatic harmony.

FORMAT: Each unit contains 10 sections labeled "A" or "B". All "A" sections use major mode while all "B" sections concentrate on minor. Each section contains twelve harmonic dictation examples dealing with a particular theoretical concept and arranged in order of increasing difficulty: 1) the exercises start with three chords and expand to seven, 2) the same basic key is used for the first six examples, but keys change for the next six, and 3) progressions become more complicated. In addition, two examples (numbers four and five) utilize a high register and a low register, respectively--sonorities in ranges often neglected by teachers.

SUGGESTIONS FOR USE: Have the students cover the answers on the left side of each page with a folded piece of scratch paper. After establishing the tonic, play the example three, four, or five times, depending on the difficulty of the progression. The student listens and responds by writing in the blanks, and checks his answers by removing the piece of scratch paper covering the examples. You may wish to try these variations:

- 1) ANALYSIS ONLY--Students write Roman and Arabic numeral analysis in the blanks.
- 2) OUTER VOICE DICTATION--After being given the starting note of each voice, students write soprano and bass lines on a piece of manuscript paper. Students should still fill in the blanks with their analysis.
- 3) 4-PART DICTATION--This most difficult but valuable exercise requires the student to complete all four voices on a piece of manuscript paper, after being given the first chord. Again, they should fill in the blanks with their analysis.

With difficult examples, you may wish to give some of the answers beforehand. Although not encouraged, this technique will make troublesome exercises less intimidating and more manageable.

These examples provide an excellent resource for individual study on the student's own time. Two classmates helping each other with these materials provide an ideal laboratory situation.

I extend my thanks to Dr. Michael Hicks for suggesting that I write this book, and to Arlen Card for his help in preparing the manuscript.

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UNIT ONE

Primary Harmony

FOCUS: Tonic, Dominant,
root position

SECTION 1A

STUDENT ANSWER

1

C: I I V

1 C: _____

2

C: V I V

2 C: _____

3

C: I V I I

3 C: _____

4

C: I I V V

4 C: _____

5

C: V I V V

5 C: _____

6

C: I V I I

6 C: _____

STUDENT ANSWER

7 F: I V V V

7 F: _____

8 G: I V V I

8 G: _____

9 B^b: I I V V

9 B^b: _____

10 A: I I V I V

10 A: _____

11 E^b: I V V I V V

11 E^b: _____

12 E: V I V V I V I

12 E: _____

FOCUS: Tonic, Dominant,
root position

SECTION 1B

STUDENT ANSWER

1 a: i V i

1 a: _____

2 a: V V i

2 a: _____

3 a: i i V i

3 a: _____

4 a: i V i i

4 a: _____

5 a: V V i i

5 a: _____

6 a: i i V V

6 a: _____

STUDENT ANSWER

7

d: i i V i

7 d: _____

8

e: i i i V

8 e: _____

9

g: i V i V

9 g: _____

10

c: i V i V i

10 c: _____

11

f#: i i i V i V

11 f#: _____

12

b: i i i V V i V

12 b: _____

FOCUS: Tonic, Subdominant,
root position

SECTION 2A

STUDENT ANSWER

1 C: I IV I

2 C: IV IV I

3 C: I I IV

4 C: IV I I IV

5 C: IV IV I IV

6 C: IV IV I I

1 C: _____

2 C: _____

3 C: _____

4 C: _____

5 C: _____

6 C: _____

STUDENT ANSWER

7

A: I IV I IV

7 A: _____

8

A^b: I I I IV

8 A^b: _____

9

D: IV IV I I

9 D: _____

10

B^b: I I IV I IV

10 B^b: _____

11

G: IV I IV I I IV

11 G: _____

12

F: IV IV I IV I I IV

12 F: _____

FOCUS: Tonic, Subdominant,
root position

SECTION 2B

STUDENT ANSWER

1 a: i iv iv

2 a: i i iv

3 a: i iv i

4 a: iv iv iv i

5 a: iv i iv iv

6 a: iv i iv i

1 a: _____

2 a: _____

3 a: _____

4 a: _____

5 a: _____

6 a: _____

STUDENT ANSWER

7

f#: i i iv i

7 f#: _____

8

f: i iv iv i

8 f: _____

9

b: iv i iv iv

9 b: _____

10

g: i iv i iv i

10 g: _____

11

e: iv iv i iv i iv

11 e: _____

12

d: iv i iv i iv iv i

12 d: _____

FOCUS: Primary Triads,
root position

SECTION 3A

STUDENT ANSWER

1 C: I IV I

1 C: _____

2 C: IV V I

2 C: _____

3 C: V I IV I

3 C: _____

4 C: IV V I I

4 C: _____

5 C: I IV IV V

5 C: _____

6 C: I V I I

6 C: _____