

Fluency Without Literacy: Teaching Music Theory to Students Who Cannot Read Music

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Concepts and Skills

- **What should a student know or be able to do upon completion of the music theory core?**

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- What should a student **know or be able to do** upon completion of the music theory core?
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- **What** are the most important skills and concepts?
 - **Why** are these skills or concepts important?
 - Are these skills and concepts important **for all** music students?

Delivery Methods

- What is the **best way** to get students to **acquire** these skills or **learn** these concepts?

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- **What** concepts or skills require staff notation to understand?
 - Are certain concepts or skills **hindered** by staff notation?
 - Do any **alternatives** better serve knowledge or skill acquisition?

Modifications

- How might a music theory curriculum be **changed** to serve **more** students?

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- Are there **costs** for modifications to skill or knowledge acquisition?
- If a task requires notation, what is the cost of **not teaching** this task?
- Do the benefits (or advantages) **outweigh** the costs?

Wrap Up

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THANK YOU!