A JOURNAL OF THE SOCIETY FOR MUSIC THEORY

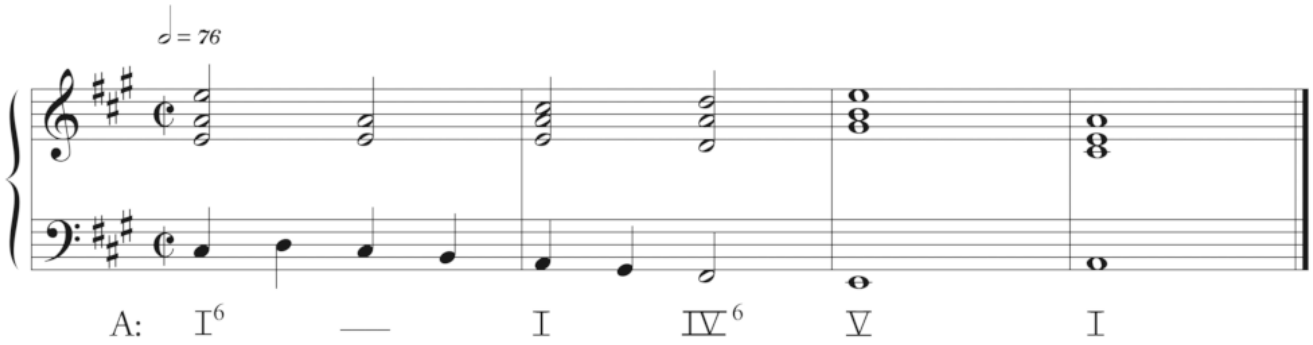
MTO 27.2 Examples: Chenette, What Are the Truly Aural Skills?

(Note: audio, video, and other interactive examples are only available online)
https://mtosmt.org/issues/mto.21.27.2/mto.21.27.2.chenette.html

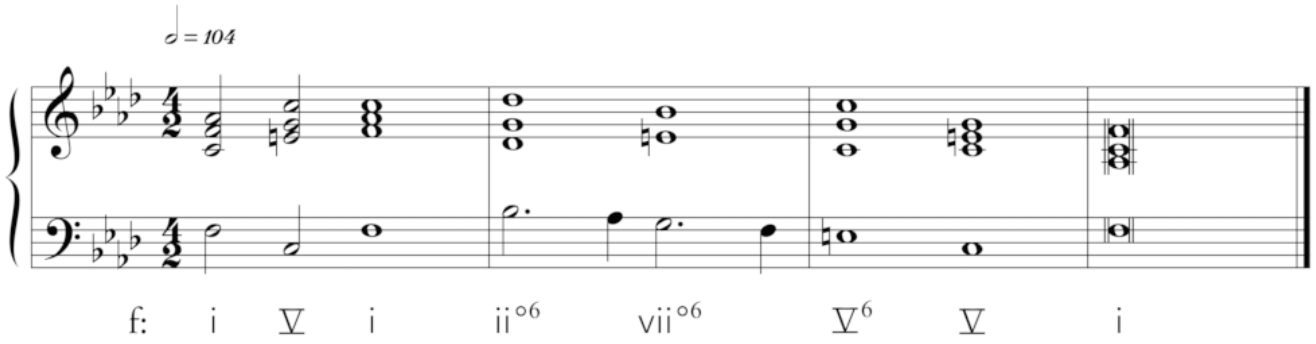
Example 1. Typical music theory topic sequence mapped to recent music theory (left) and aural skills (right) texts

	Music theory texts			Aural skills texts	
	Burstein/ Straus	**Clendinning/ Marvin**	**Kostka/ Payne**	**Karpinski**	**Jones/Shaftel/ Chattah**
Fundamentals	Part 1	Part 1	Part 1	Ch. 1–30	"Foundations"
Diatonic harmony	Parts 2–3	Part 2	Parts 2–3	Ch. 31–48, 63, 64	Units 1–2
Chromatic harmony	Part 4	Part 3	Parts 4–5	Ch. 53–62	Units 3–4
Modulation	Part 4	Part 3	Parts 4–5	Ch. 67–74	Units 3–4
Form	Part 5	Part 3	Part 4	Ch. 79	Units 3–4
"20th century"	(none)	Part 4	Part 6	Ch. 75, 77	Unit 4

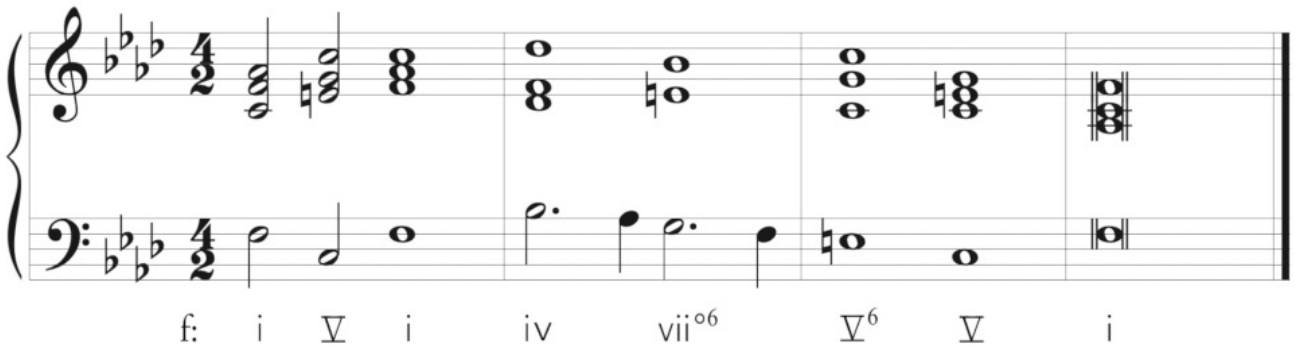
Example 2. Harmonic dictation #38.6 from Karpinski 2017a, demonstrating the potential aural relevance of chord symbols



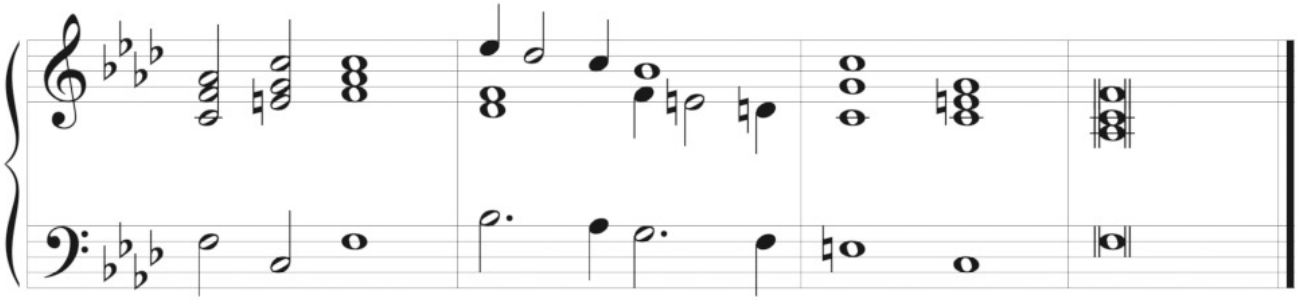
Example 3. Harmonic dictation #42.9 from Karpinski 2017a



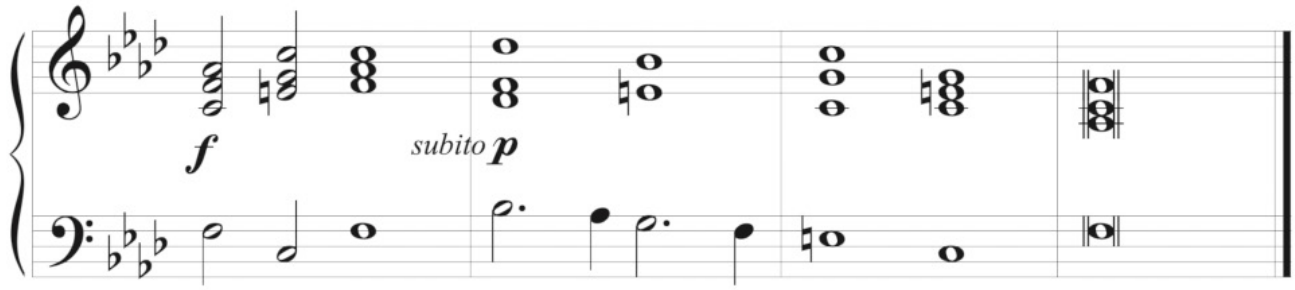
Example 4. The same, with iv substituted for ii°6 on the downbeat of m. 2



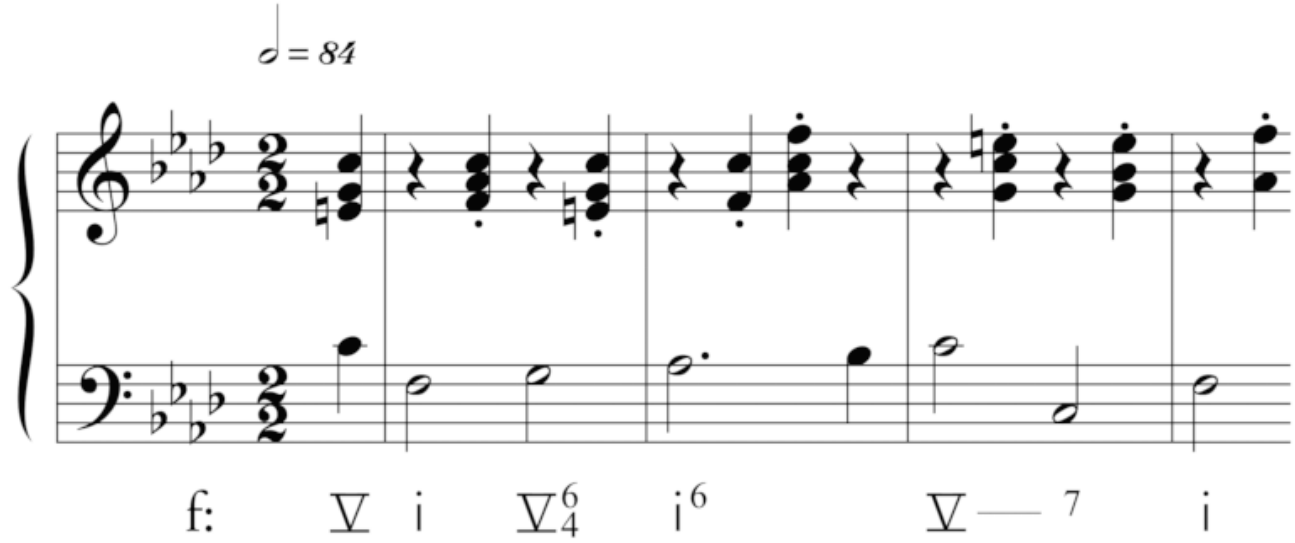
Example 5. The same, with an accented dissonance on the downbeat of m. 2



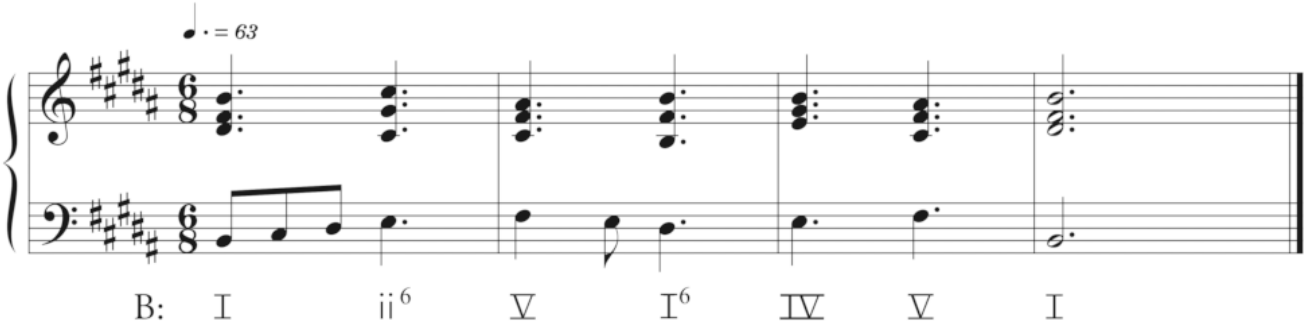
Example 6. The same, with a sudden change of dynamic at the downbeat of m. 2



Example 7. The opening of harmonic dictation #73.7 from Karpinski 2017a, featuring the commonly misidentified chord V6446



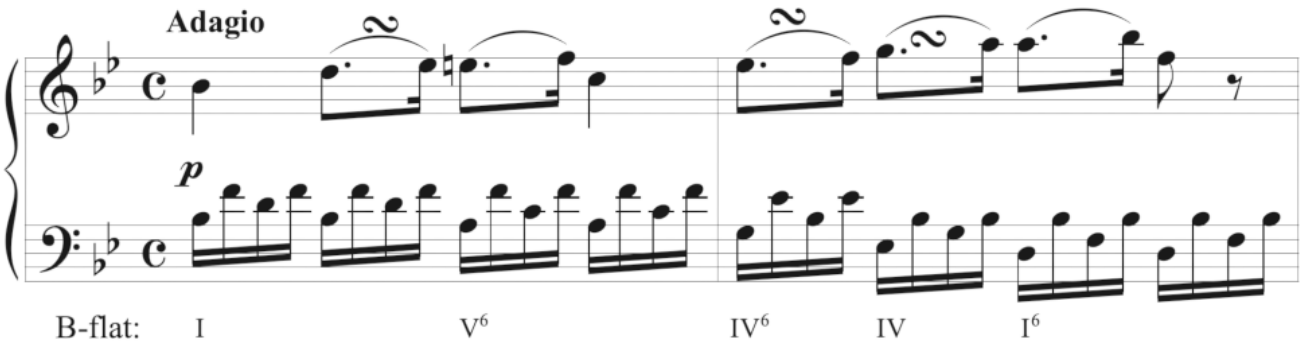
Example 8. Harmonic dictation #42.6 from Karpinski 2017a



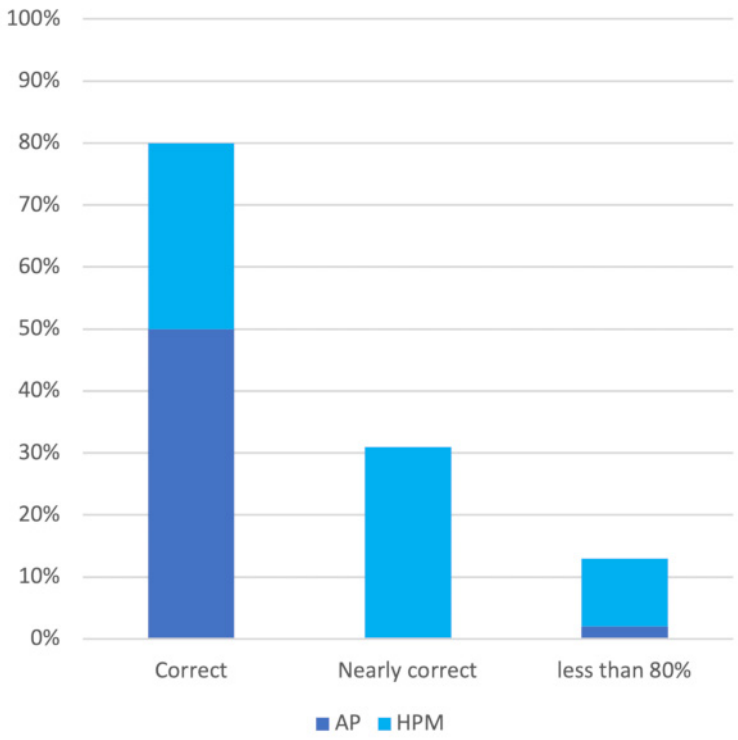
Example 9. The repeating four-chord progression in the song "Halo" from the Beyoncé album *I Am. . . Sasha Fierce*

I ii vi IV

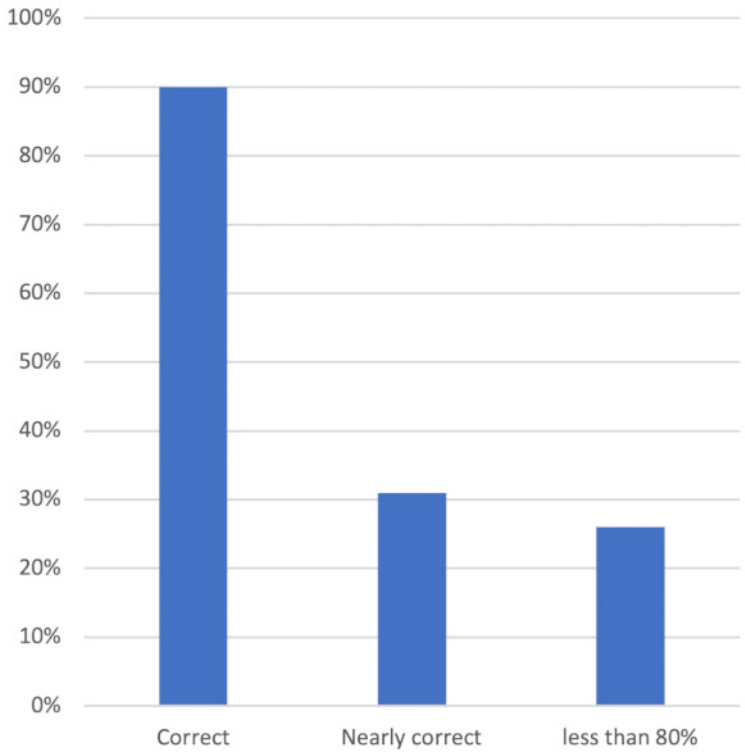
Example 10. The first two measures of Wolfgang Amadeus Mozart, Piano Sonata K. 332, movement II



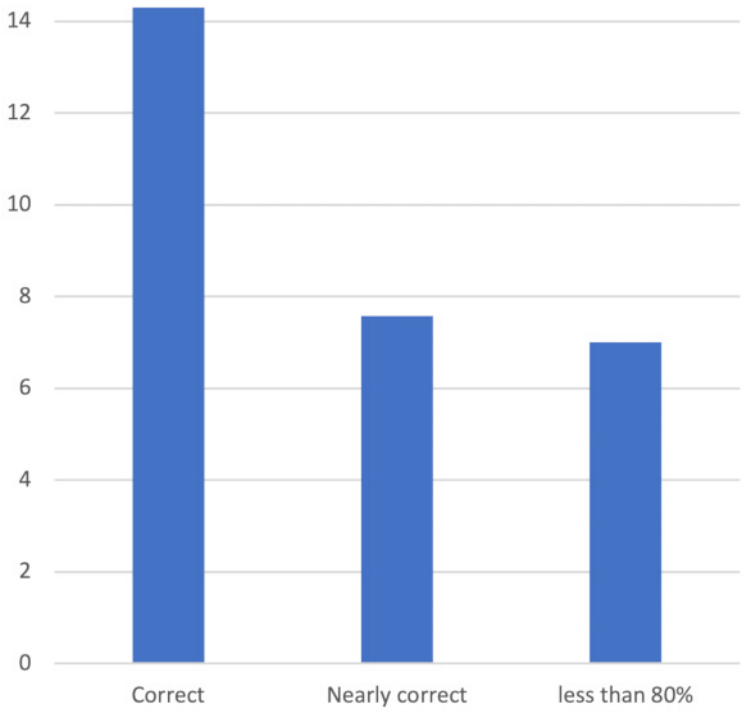
Example 11. Prevalence of Absolute Pitch (AP) and Heightened Tonal Memory (HTM) within each group



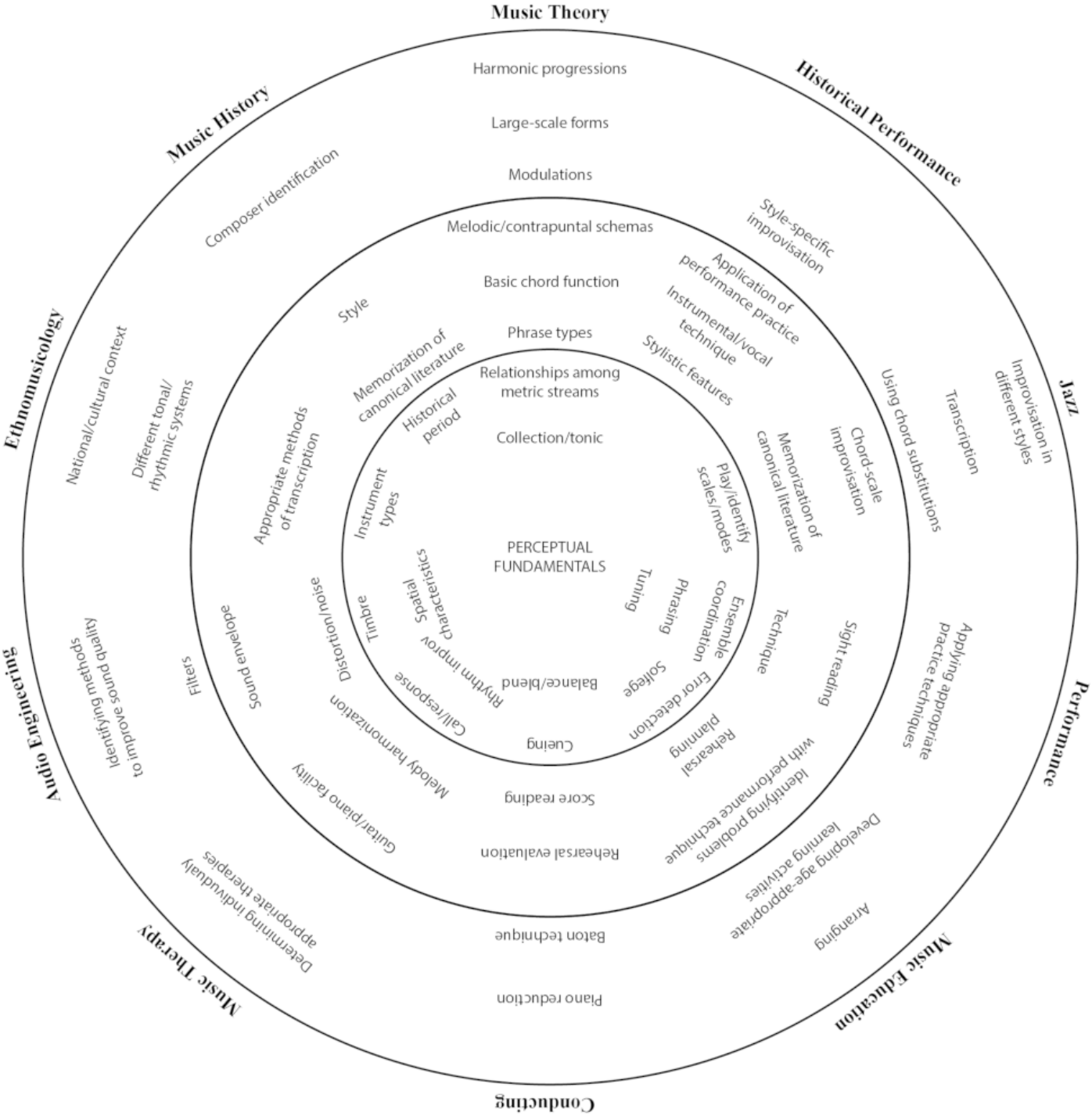
Example 12. Prevalence of piano as primary instrument within each group



Example 13. Average years of formal training on primary instrument within each group



Example 14. The four-chord progression in the song "Halo" from the Beyoncé album *I Am. . . Sasha Fierce* compared with the "Axis" chord progression

Halo:	I	ii	vi	IV
Axis:	I	V	vi	IV

Example 15. Alternative model of aural skills instruction (compare to Example 1). The skills least mediated by knowledge structures are located in the center of the diagram. Subfields of music study are listed around the outside; tasks that require greater degrees of knowledge-based mediation radiate out towards the field to which they are most closely related.