



Achievement in Music



AIM Changes/Updates

Changes and Updates as of September 2020

All materials can be found on the UMTA Website

[www.utahmta.org/Student Programs/AIM](http://www.utahmta.org/Student%20Programs/AIM)

As files are updated this year the month and year (i.e. Sept 2020) will appear on the tab.

Syllabus – All levels have been updated. We have added more examples and explanations.

Technic – Terminology change – Cadence and been changed to Chord Progressions

Level 1 –

Level 2 – 8 notes scales ♪ is optional

Level 3 – 8 note scales has the option of 1 oct as ♩ and ♪ or 1 oct ♩ 2 oct ♪. Chord Progression say and play will be I IV I, Plagal - I V7 I, Authentic - I IV I V7 I Primary Chord Progression.

Level 4 –

Level 5, 6 – Chord and Arpeggios - Option to do Dom or Dim 7th chord and Arpeggios has been added back in. Modes only need to be done 1 oct ♩ 2 oct ♪.

Level 7, 8, 9 – Students still have 3 options they can choose from for the 3 levels. All required should be completed by the time the finish level 9. MM setting have been updated.

Chord Progression Section changes:

Option 1 - Chord Progressions with inversions and secondary Triad (no change)

Option 2 - Modulation, students will no longer write their own modulation, instead they will prepare the given modulation in 3 major and 3 minor keys. This is to allow the students to establish the 1st key, change on the pivot chord and establish the new key. Please see the syllabus for the example.

Option 3 - Transposition, students will need to transpose 4 measures of any hymn, choral work, or something equivalent of their choice to 1 key. They will need to bring 2 copies of



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the hymn, 1 for judge, 1 for them to read from. Students should be encouraged to read the music as the play, but they will not be penalized if it is memorized.

Level 10 – Judges choice and students choice requirements have been updated, please check the syllabus. MM setting have been updated.

Chord Progression Section changes:

Option 1 - Chord Progressions with inversions and secondary Triad (no change)

Option 2 - Modulation, students will no longer write their own modulation, instead they will prepare the given modulation in 1 major and 1 minor key. This is to allow the students to establish the 1st key, change on the pivot chord and establish the new key. Please see the syllabus for the example.

Option 3 - Transposition, students will need to transpose 8 measures of any hymn, choral work, or something equivalent of their choice to 1 key. They will need to bring 2 copies of the hymn, 1 for judge, 1 for them to read from. Students should be encouraged to read the music as the play, but they will not be penalized if it is memorized.

Theory – Terminology change – Cadence and been changed to Chord Progressions. All Chord Progression sections have been updated. Each level has been updated, the changes listed below are significant changes and should be reviewed.

Level 1 – Intervals – added in Prime or repeated notes

Level 2 – Scales, Chords - keyboard examples were added to help the students see the chords better.

Level 3 – Chord Progressions

Level 4 – Chord Progressions

Level 5 – Chords and Chord Progressions updated

Level 6 – Chords and Chord Progressions updated

Level 7 – Scale degree names, Chords – introduction to figured bass, (students should write both numbers, not just the abbreviation). Chord Progressions updated. Rhythm - Meters have been updated. Analysis focus is Rondo form.



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Level 8 – Chords – Triads continue with figured bass and 7th chord figured bass is introduced. Chord Progressions updated. Analysis focus is Theme and Variations.

Level 9 – Chords – updated to include all 6 qualities of 7th chords. Chord Progressions updated. Analysis focus is Sonata Allegro Form.

Level 10 – Modulation has been updated and is the same modulation from technique. Chords review of Roman numerals and figured bass and 6 qualities of 7th chords. Chord Progressions updates. Analysis focus is two-part Inventions.

SR – The Scoring Rubric has been updated. Teachers should explain to their students that the questions ask specific questions about the song and will help them prepare to play it. Encourage students to write in the counting, fingering etc. ABC names are discouraged. Encourage them to tap the rhythm on the table as rhythm is the most important skill.

Ear Training – All levels remain the same

Performance – All levels remain the same