



Harmony in Context, 3rd edition

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Detailed Changes

Three new sections have been added to the third edition. All three are designed to stress the contextual study of theory and harmony, to enhance student engagement in the learning process, to provide a broad perspective of what we teach in our theory and analysis courses, and to help students understand the musical and practical relevance of the materials and concepts they will learn in this book.

1. **Exploration.** These sections anticipate the presentation of particular concepts. They instruct students to explore specific aspects of given examples, and ask them to provide some answers as a means of discovery through exploration. Instructors can use these sections to introduce new concepts in a way that will engage students directly in the discovery and learning process, thus focusing their attention on the topic before a more formal explanation is provided.
2. **The Context.** These sections discuss topics from the corresponding chapter in ways that illustrate their contextual relevance. Harmonic topics are at times discussed in their musical or formal contexts (by means of references to examples), at other times in their

metric and rhythmic context. The historical and dramatic contexts of harmony and form are also addressed, as are matters of affect, performance, and texture.

3. **The Big Picture.** The purpose of this section is to place individual harmonic or formal concepts into a larger framework or picture to show how these individual items function as parts of a larger whole. Most often, this heading contains the discussion and examples also titled “Elaborating the I–V–I Progression.” In some chapters, though, “The Big Picture” discusses large formal frameworks or explains techniques such as metric reduction. In all cases, a connection is made between the detail and the larger musical whole in which the detail functions.

Digital

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