

| CAPILANO UNIVERSITY COURSE OUTLINE | | | |
|---|---------------|---------------------|-------------------------------------|
| TERM: | FALL 2015 | COURSE NO: | MUS 212 |
| INSTRUCTORS: | | COURSE NAME: | EAR TRAINING & SIGHT SINGING III |
| OFFICE: | LOCAL: | SECTION NO: | |
| E-MAIL: | | CREDITS: | 1.5 |

COURSE FORMAT: Three instructional hours per week

COURSE PREREQUISITES: MUS 101 and 113 with a minimum grade of C in both courses

COURSE COREQUISITES: MUS 200

RECOMMENDED

FOLLOW-UP COURSE: MUS 213

MISSION STATEMENT: *The Music Diploma Program's mission is to provide students with a personalized learning environment in order to acquire the skills and knowledge necessary to enable them to enter a music degree at the third year level. At the same time, the program supports the endeavours of its faculty and fosters a relationship with the North Shore community.*

PROGRAM GOALS:

- 1) to develop musicianship
- 2) to develop capabilities in the use of principles and procedures that lead to an intellectual grasp of the art
- 3) to develop music performance abilities
- 4) to develop an understanding of the role of technology

COURSE OBJECTIVES:

General: This course will develop sight-singing skills and aural perception of tonality in support of Music 200.

Student Learning Outcomes: Upon successful completion of the course, the student will be able to demonstrate the following aspects of musical comprehension through sight-performance, verbal identification and transcription:

- awareness of motivic and rhythmic patterns and long range step-wise motion;
- comprehension of diatonic harmonic functions and their ways of supporting the degrees of the key;
- aural recognition of common harmonic sequences;
- the ability to sight sing melodies and linearized harmonies of increasing complexity;
- the ability to sight read rhythms accurately at various tempi in single and multiple parts;
- transcribe melodies, harmonies and rhythms as a means of reflecting their comprehension of tonality after aural and vocal drill, solfege and dictation;
- understand various ear and sight exercises and their role in developing the common skill sets necessary to working musicians and educators.

REQUIRED TEXTS**AND SUPPLIES:**

Berkowitz/Frontrier/Kraft. A New Approach to Sight-Singing. 4th ed. New York: Norton, 1997.

Lynn, Theodore. Introductory Musicianship. 7th ed. New York: Harcourt Brace, 2007.

A metronome (8notes.com is an online free interactive metronome)

Finale Reader, a free music notation software program should be downloaded to utilize all of the instructor's resources to support student learning. Go to www.finalemusic.com/reader.

COURSE CONTENT:

Chapter references are to the theory textbook used in the co-requisite course, Music 200. Aldwell, Edward, and Carl Schachter. Harmony and Voice-Leading. 3rd ed. New York: Norton, 2003.

| Week | Topic |
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| 1 | Sight-singing and rhythmic reading review Harmony: Review of first year materials; common harmonization of the scale, ascending and descending; Diatonic Sequences (Ch. 17) |
| 2 | Sight-singing: Tenor clef, p.42 Rhythmic Reading: Mixed meters Melodic Dictation: Elaborating a harmonic skeleton Harmony: Melodic Figuration – Chordal skips, passing tones, neighbouring tones (Ch. 21) |
| 3 | Sight-singing: Modulation to the relative minor, p.54 Rhythmic Reading: 3-part examples Harmony: Rhythmic Figuration – Suspensions (Ch. 22) |
| 4 | Sight-singing: Chromatic passing tones, p.56 Rhythmic Reading: Continuation Melodic Dictation: Rhythmic figuration Harmony: Rhythmic Figuration – Anticipation and Pedal points (Ch. 22) IN-CLASS EXERCISE #1 |
| 5 | Sight-singing: Moving through the dominant, p.58 Rhythmic Reading: Mixed meters in 2 and 3-part examples Harmony: Leading tone 7 th Chords (Ch. 23) SIGHT-SINGING & RHYTHMIC READING TEST #1 (individual) |
| 6 | Sight-singing: Secondary dominant, p.59 Rhythmic Reading: Continuation Melodic Dictation: Mixture Harmony: Mode Mixture (Ch. 24) IN-CLASS EXERCISE #2 |
| 7 | Sight-singing: A continuation of varied examples Rhythmic Reading: Continuation Harmony: Other uses of 7 th chords (Ch. 25) |
| 8 | Sight-singing: A continuation of varied examples Rhythmic Reading: Continuation IN-CLASS EXERCISE #3 |
| 9 | Sight-singing: A continuation of varied examples Rhythmic Reading: Continuation Melodic Dictation: Tonicization Harmony: Applied V and viio chords (Ch. 26) SIGHT-SINGING & RHYTHMIC READING TEST #2 (individual) |
| 10 | Sight-singing: The Neapolitan sixth, p.63 Rhythmic Reading: Singing melodies while tapping 2 parts Harmony: Sequences with Applied Chords (Ch. 24) |

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| 11 | Sight-singing: Augmented sixth chords, p.64 Rhythmic Reading: Continuation Melodic Dictation: Modulation Harmony: Diatonic Modulation (Ch. 27) IN-CLASS EXERCISE #4 |
| 12 | Sight-singing: Church modes, p.66 Rhythmic Reading: Continuation Review |
| 13 | Sight-singing: A continuation of varied examples Rhythmic Reading: Review Final in-class exercise |
| 14/15 Final Exam Period | Final Sight-singing and Rhythmic Reading Exam |

EVALUATION PROFILE:

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| In-class Exercises (4 @ 10% each)..... | 40% |
| Final in-class Exercise Exam | 15% |
| Sight-singing and Rhythmic Reading Midterms (2 @ 10% each)..... | 20% |
| Final Sight-singing and Rhythmic Reading Exam..... | 15% |
| Participation | 10% |
| TOTAL..... | 100% |

GRADING PROFILE:

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|--------------|-------------|-------------|------------|
| A+ = 90-100% | B+ = 77-79% | C+ = 67-69% | D = 50-59% |
| A = 85- 89% | B = 73-76% | C = 63-66% | F = 0-49% |
| A- = 80- 84% | B- = 70-72% | C- = 60-62% | |

OPERATIONAL DETAILS:

University Policies: Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

Attendance and Behaviour: **Students are expected to be quiet and attentive during class out of consideration for their fellow students.**

Regular attendance is essential. As a courtesy to the instructor, students should phone to cancel pre-arranged appointments scheduled during office hours.

Missed Exams: Grades for Missed Exams, Assignments, and In-class Assignments
All missed exams and assignments will be assigned a grade of "0".

Make-up Exams and Assignments

Students will be allowed to make up exams, assignments and in-class exercises only under the following conditions:

- if a doctor's certificate of illness is provided; if, in the case of the death of a close family member, a death certificate is provided;
- if **prior** approval of the instructor has been obtained.

Mark Averaging

Students who miss an exam but have obtained **prior** approval of the instructor or have provided a doctor's certificate of illness or a death certificate for a close family member will be given an averaged estimated grade.

Cell Phones:

ALL CELL PHONES ARE TO BE TURNED OFF FOR THE DURATION OF THE CLASS.

Late Assignments:

Late assignments will *not* be accepted.

Cheating/Plagiarism:Penalties for Cheating and Plagiarism

A grade of "0" for an examination, quiz or assignment or "F" for the course may be assigned if cheating or plagiarism has taken place. First incidents deemed to be particularly serious or second or subsequent incidents of cheating and plagiarism will be dealt with under the provisions of the *University Policy on Cheating and Plagiarism* (see the *University Calendar*).

- **Students who allow their work to be copied will also be penalized. A student may be requested to rewrite an exam to assess their level of skill.**

"I" Grades:

No grade of Incomplete will be given in this course.

English Usage:

At the second year level, students are expected to write in clear sentences and to produce organized and developed paragraphs.

All written work submitted must use good academic English and follow the guidelines provided in the *Capilano University Guide to Writing Assignments* (available from the University Bookstore).

Audits:

Audits may be permitted with approval of instructor.

Emergency Procedures:

In the event of an emergency, students must follow the emergency procedures posted in the classroom.