COURSE OUTLINE

DIVISION: Humanities, Fine Arts & Social Sciences

COURSE: MUS 1002 Music Theory I

Date: Spring 2023

Credit Hours: 4

Complete all that apply or mark “None” where appropriate:

Prerequisite(s): None

Enrollment by assessment or other measure? ☐ Yes ☒ No
If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: ☐ Yes ☒ No

Delivery Method:
- ☒ Lecture 3 Contact Hours (1 contact = 1 credit hour)
- ☐ Seminar 0 Contact Hours (1 contact = 1 credit hour)
- ☒ Lab 2 Contact Hours (2-3 contact = 1 credit hour)
- ☐ Clinical 0 Contact Hours (3 contact = 1 credit hour)

Offered: ☒ Fall ☐ Spring ☐ Summer

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

Introductory study of the basic elements of music theory. Coursework is divided into two categories: study of music theory; rhythm, triads, seventh chords and diatonic harmony, and aural skills; the development of proficiency in ear training and sight singing using the movable ‘do’ solfege. Note: Music majors must be concurrently enrolled in applied music lessons.
ACCREDITATION STATEMENTS AND COURSE NOTES:
None

COURSE TOPICS AND CONTENT REQUIREMENTS:
[Unit I]
Music Theory
The Notation of Rhythm
  Notation
  The Notation of Rhythm
The Notation of Pitch
  Complete terms and symbols
The Keyboard
  The Keyboard
  Accidentals
  Octave designation
Simple Meters
  Metric accent
  Beat division
  Simple time signatures
  Syncopation
Compound Meters
  Metric accent
  Beat division
  Simple time signatures
  Compound time signatures
  Borrowed division

Aural Skills
Music for Sight Singing; Chapter 1 (Rhythm and pitch exercises, Major Scales)

[Unit II]
Music Theory
Major Scales and Keys
  The major scale
  Transposition
  Major keys
Intervals
  Interval type
  Interval quality
  Other aspects of interval construction and identification
  Interval inversion
Minor Scales and Keys
  Variations in minor
  Keys and key relationships
Other Modes and Scales - Church modes & other scales
Aural Skills
Music for Sight Singing; Chapter 2 (Rhythm and pitch exercises, Simple Meters, Introducing 3rds and 5ths)

[Unit III]
Music Theory
Root Position Triads
Inverted Triads

Aural Skills
Music for Sight Singing; Chapter 3 (Rhythm and pitch exercises, Tonic Triad in major, Introducing 5ths, 6ths and Octaves)

[Unit IV]
Music Theory
Diatonic Relationships
Basic Concepts of Tonal Harmony
  Tonality
  Harmonic Function
  Consonance and dissonance
  Harmonic dissonance
  Dominant 7th
  Leading Tone triad
Cadences
  Melodic cadences
  Harmonic cadences
  Harmonic Rhythm

Aural Skills
Music for Sight Singing; Chapter 4 (Rhythm and pitch exercises, Rhythmic Subdivision, Introducing I, V, V7, Introducing 7ths)

[Unit V]
Music Theory
Non-Chord Tones
  Passing tones
  Neighbor tones
Roman Numeral Analysis
  Identification and analysis
Basic Part Writing
  SATB
Essential Terms and Symbols in Form
  Phrase types
  Period
  Phrase group
  Double period
  Song forms
Aural Skills
Music for Sight Singing; Chapter 4 (Rhythm and pitch exercises, Anacrusis, Exercises using I, IV, V and V7, Introducing C clefs)
Introduction to Dictation

INSTRUCTIONAL METHODS:
1. Lecture and Discussion
2. In-class recitation
3. In-class aural performance
4. Listening
5. Dictation

EVALUATION OF STUDENT ACHIEVEMENT:
1. Prepared written and aural assignments
2. Satisfactory performance on tests and quizzes
3. Satisfactory performance on In-class assignments
4. Daily class participation
5. Required attendance

INSTRUCTIONAL MATERIALS:
Textbooks
Music for Sight Singing; Seventh Edition by: Benjamin, Horvit and Nelson

RESOURCES:
Textbooks
The Practice of Harmony by: Peter Spencer, Prentice-Hall., New Jersey 1999
Music for Sight Singing by: Thomas Benjamin, Wadsworth., California 1994

LEARNING OUTCOMES AND GOALS:
Institutional Learning Outcomes
☒ 1) Communication – to communicate effectively;
☒ 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
☐ 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
☐ 4) Responsibility – to recognize how personal choices affect self and society.

COURSE OUTCOMES AND COMPETENCIES:
Upon completion of the course, the student will be able to:
Outcome 1 The student will be able to recognize and use standard musical notation and vocabulary for the elements of pitch, rhythm and meter; including duration symbols, meter signatures, clefs, scales, key signatures, intervals, triads, chords, inversions, inversion symbols and figured bass.
Competency 1.1 Students will be able to visually and aurally recognize various rhythmic and metric patterns in a piece of music.

Competency 1.2 Students will be able to recognize and construct various scales.

Competency 1.3 Students will be able to visually and aurally recognize intervals, triads and chords in various inversions, using inversion symbols and figured bass.

Outcome 2 The student will be able to recognize chords in various textures.

Competency 2.1 The student will be able to visually recognize various chords in various inversions in monophonic, homophonic and polyphonic textures.

Competency 2.2 The student will be able to aurally recognize various chords in various inversions in monophonic, homophonic and polyphonic textures.

Outcome 3 Transpose simple melodies.

Competency 3.1 Students will be able to rewrite simple melodies using various clefs.

Competency 3.2 Students will be able to rewrite simple melodies from one key to another.

Outcome 4 The student will be able to demonstrate proficiency with basic conducting patterns while singing rhythms or melodies.

Competency 4.1 Students will be able to demonstrate proficiency with basic conducting patterns.

Competency 4.2 Students will be able to sing rhythms using rhythmic syllables.

Competency 4.3 Students will be able to sing melodies using the movable ‘do’ solfege system.

Competency 4.4 Students will be able to sing rhythms or melodies while conducting the appropriate metric pattern.

Outcome 5 The student will be able to visually and aurally recognize intervals and triads.

Competency 5.1 Students will be able to visually recognize harmonic and melodic intervals of at least an octave or larger.

Competency 5.2 Students will be able to aurally recognize harmonic and melodic intervals of an octave or smaller.

Outcome 6 The student will be able to notate short dictated rhythms and melodies.

Competency 6.1 Students will be able to notate simple dictated rhythmic patterns.

Competency 6.2 Students will be able to notate simple dictated melodies.

Outcome 7 The student will be able to sing both prepared and unprepared exercises using solfege based on the movable ‘do’ system.

Competency 7.1 Students will be able to sing prepared and unprepared rhythmic exercises using rhythmic syllables.

Competency 7.2 Students will be able to sing prepared and unprepared melodies using the movable ‘do’ solfege system.