

# musicianship V

fall 2009

mus 341.2 ♪ tuesday and thursday 1:10p-2:00p (5a) ♪ peter hall  
dr. paula zerkle ♪ 610.861.1681 ♪ zerkle@moravian.edu  
office: 308 music building ♪ hours: monday to thursday 2:20-3p

## required texts and materials

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Ottman, Robert W. *Music for Sight Singing*. 7th ed. Upper Saddle River, New Jersey: Prentice Hall, 2007.  
Boyd and Riemenschneider. *Chorales*. Book I. New York: G. Schirmer, 1939.  
Starer, Robert. *Rhythmic Training*. New York: MCA Music Publishing, 1969.  
manuscript paper and sharp pencils (or mechanical) with good erasers

## course objective

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Musicianship V is the final course in the written and aural theory series for candidates in the B.M. performance degree. Most students in this class will soon begin performing careers or continue on to graduate studies. Thus, attention will be placed on strengthening weaknesses as well as expanding abilities. Students will be expected to develop independence regarding evaluation and improvement of their own abilities. The depth and scope of the topics covered will be determined by the needs and progress of the class as a whole.

## outcomes

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### rhythm

- demonstrate ability to conduct in complex patterns, including 7, 8, 9, and 10
- demonstrate ability to continue working with performing and hearing complex rhythms, including mixed meters, syncopations, cross-rhythms, divisions of the beat into 5, 6, and 7
- demonstrate ability to perform two part rhythmic exercises.

### melody

- demonstrate ability to take dictation on atonal melodies
- demonstrate ability to sing atonal melodies using fixed do
- demonstrate ability to improvise harmonies under a simple melody at sight (sight-sing and play piano)

### harmony

- demonstrate ability to write and identify triads and sevenths chords, including inversions
- demonstrate ability to take down 4-part Bach chorale dictation
- demonstrate ability to accompany melodies on the piano including basic modulating chord progressions
- demonstrate ability to aurally identify harmonic progressions incorporating diatonic seventh chords and secondary functioning chords.
- demonstrate ability to identify aurally and construct 9th chords
- demonstrate ability to sing 1 and play 3 score-read parts at one time on the piano

## grading

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Your grade is based on attendance, preparation, participation, class performances, and 5 assessments.

### **attendance, preparation, and participation (50%)**

One half of the course grade depends upon your daily preparation and participation in class. Of course, in order to participate, you must be present, so **attendance to each class is required**. Each unexcused absence will result in lowering your participation grade by 5%. Absences will be excused only when you bring a note from the health center or from a physician. If you arrive in class more than 10 minutes late, you will be considered absent (exceptions: weather problems or other circumstances beyond your control).

**Daily sessions** will require oral and/or written preparation. Your preparation is assessed through your ability to perform activities in class and through collected written work. The participation portion of your grade reflects your attitude and enthusiasm in class and your openness in trying new ideas.

**Performances:** during the semester you will be asked to link some aspect of the course content to "real" music that you are performing in your lessons or ensembles. For each performance, prepare a 5 to 10-minute presentation, combining a short performance with musical pedagogy. Select a piece of music that you are currently learning, or have learned recently, which has made unusual demands on your music skills. You might, for example, select a work that is very challenging rhythmically, or has a chromatic or atonal melodic line or unique harmonies. Perform the piece, or an excerpt from it, for the class. Arrange for an accompanist ahead of time, if needed. Identify the particular musicianship skill area(s) that you found especially challenging in the piece. What made it (them) challenging? How were you able to meet the challenges successfully? Create an exercise for the class using these elements from the piece. Handouts are helpful and encouraged.

### **assessments (50% - 10% each)**

The semester is divided into 5 units, each three weeks long. During each unit we will work through the musical elements of rhythm, melody, and harmony, as they pertain to the outcomes of the course. The assessments, which make up half of the grade, will occur at the end of each unit and are accumulative, since we will continually be building on previous skills.

## schedule

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sep 1	first class
sep 17	<b>assessment #1</b>
oct 8	<b>assessment #2</b>
oct 13	fall recess - no class
oct 29	<b>assessment #3</b>
nov 5	NYC opera trip - no class
nov 19	<b>assessment #4</b>
nov 26	thanksgiving - no class
dec 8	<b>assessment #5</b>