

James Barnes, Instructor barnesj@moravian.edu Office: Brethren's 303 Office Hours: TBA	Sections: A: MW 11:45 am – 12:35 pm, Room 202 B: MW 1:10 – 2 pm, Room 202 610-861-1672 (office) 610-248-3581 (cell and text)
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**Texts**

Ottman, Robert. *Music for Sight Singing*. Upper Saddle River, NJ: Prentice Hall, 1996, 8<sup>th</sup> ed.  
[chapters 7-9; 11-15]  
Riemenschneider, Albert. *Chorales Book I*. Hal Leonard.

**Grade distribution and Criteria**

Assignments	35%
Assessments (4)	40%
Attendance / Participation	25%

Assignments

- Most of the assignments are performance-based (vocal, rhythmic, played, vocalized) and will be graded on the following point scale (.5 rounds up to the next number):

Prepared / Confident	Prepared	Often unprepared	Unprepared
A / A- 90-100	B+ / B / B- 80-89	C+ / C / C- 70-79	D+ / D / D- / F 0-69
Confidently done Displays prep No errors	Few errors Minor tempo fluctuations Comfortably done Displays prep	Stops once Hesitates and/or too slow Multiple errors Needs more prep	Multiple stops Multiple errors Incorrect and or inconsistent tempo Displays insufficient prep Unable to do

Assessments

- These will consist of assessments of your cumulative work on 1-3 part dictations, “authentic” vocal sight-reading, rhythmic dictations and performances, and aural recognition. Each assessment is based on 100 points each.
- There is no final assessment during final exams.

Attendance / Participation

- Please arrive just before the start of the class. If there is a random issue preventing you from on time arrival, please send me a text. That way I will know you are OK. If there is persistent reason to be late, please speak directly with me to work out a solution.
- Your participation and course contributions will assist in everyone's learning. Each unexcused absence or two late arrivals will result in subtracting 5 points from your final grade (not just from the 25% class Attendance / Participation).
- A note from the Health Center or a physician is required for an illness excuse. The note is due one week from the absence. After that date it turns into an unexcused absence.
- If you are absent, you are responsible for obtaining assignments from a classmate and preparing those assignments for the next class. Since musicianship skills are built over time, absent students may be at a disadvantage in this course.
- You and your classmates will decide on two consecutive “freedom” days this term. These are class meetings, one of which you may miss with no penalty. These two class meetings will contain the very same content. You may all take the same day, or split the class with one some taking a freedom day the first day, and the others taking the next day. You must give me 2 weeks notice to adjust the lesson plans.

**Academic Honesty**

Students must adhere to college-wide policies on academic honesty as described in the Student Handbook.

**Musicianship Goals by Semester**

	<b>SOLFEGE</b>	<b>AURAL IDENTIFICATION</b>	<b>RHYTHM</b>	<b>DICTATION</b>	<b>Piano Skills</b>	<b>Conducting</b>	<b>Music Theory</b>
140.2	<ul style="list-style-type: none"> <li>• Solfège simple major and minor melodies in movable-do</li> </ul>	<ul style="list-style-type: none"> <li>• Sing and identify all intervals up to an octave</li> <li>• Identify the quality of triads by sound and sight</li> </ul>	<ul style="list-style-type: none"> <li>• Write and perform rhythms, including divisions of a single beat involving simple and compound meter</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately take single line melodic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Play I, IV, and V chords on piano in C, F, and G major, both hands</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct patterns in 2, 3, 4, and 5 (2 ways)</li> </ul>	<ul style="list-style-type: none"> <li>• Read / write in treble &amp; bass clefs</li> <li>• Spell triads in all inversions</li> <li>• Write/ID major and minor scales, modes &amp; key sigs, parallel &amp; relative relationships.</li> <li>• Seventh chords and inversions</li> </ul>
141.2	<ul style="list-style-type: none"> <li>• Sight-sing diatonic melodies using moveable 'do.'</li> <li>• Read and write in alto and tenor clef, in addition to bass and treble clef.</li> </ul>	<ul style="list-style-type: none"> <li>• Write and aurally identify all triads, including inversions.</li> <li>• Simple melodic and harmonic intervals.</li> <li>• Simple harmonic progressions (I-IV-V) and</li> <li>• To sing and identify all simple intervals.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform rhythms, including compound meters, ties and syncopation.</li> </ul>	<ul style="list-style-type: none"> <li>• Aurally notate diatonic melodies and rhythms.</li> <li>• Two part melodic dictations.</li> </ul>	<ul style="list-style-type: none"> <li>• Play I, IV, and V chords on piano in C, F, and G major, both hands</li> <li>• Score read at least 2 parts at one time on the piano.</li> <li>• Play (I-vi6-IV6/4-V6/5-I) in all major keys.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct standard patterns in 2, 3, 4, 5, and 6 while sight-singing.</li> </ul>	
** 240.2 **	<ul style="list-style-type: none"> <li>• Sight-sing diatonic melodies using moveable and fixed 'do.'</li> <li>• Read &amp; write in alto &amp; tenor clef, in addition to bass and treble clef.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing and identify all simple intervals.</li> <li>• Sing and identify all 7<sup>th</sup> chords.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform complex rhythms, mixed meters, cross-rhythms, syncopation and division of the beat into 5 and 6.</li> </ul>	<ul style="list-style-type: none"> <li>• Aurally notate diatonic melodies with chromatic alterations and rhythms.</li> <li>• Three part melodic dictations.</li> </ul>	<ul style="list-style-type: none"> <li>• Score read at least 3 parts at one time on the piano.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct standard patterns in 2, 3, 4, 5, and 6 while sight-singing.</li> </ul>	
241.2	<ul style="list-style-type: none"> <li>• Sight-sing/solfège melodic examples while conducting.</li> <li>• Sight-read in all C clefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing and recognize simple and compound intervals, both melodic/harmonic</li> <li>• Identify triads (root position and inversions), V7 chords (root position and inversions), as well as all other 7th chords (in root position).</li> </ul>	<ul style="list-style-type: none"> <li>• Dictate and perform simple and complex rhythms, polyrhythms—while conducting.</li> </ul>	<ul style="list-style-type: none"> <li>• 2-4 part melodic dictations, simple conjunct progressing to melodies using chordal formations, chromaticism.</li> <li>• Four-part harmonic dictation, using secondary dominant and modulations</li> </ul>	<ul style="list-style-type: none"> <li>• Play basic chord progressions on piano.</li> </ul>		
341.2	<ul style="list-style-type: none"> <li>• Sing atonal melodies using fixed do</li> </ul>	<ul style="list-style-type: none"> <li>• Write and identify triads and sevenths chords, including inversions</li> <li>• Aurally identify harmonic progressions incorporating diatonic seventh chords and secondary functioning chords.</li> <li>• Identify aurally &amp; construct 9th chords</li> </ul>	<ul style="list-style-type: none"> <li>• Performing &amp; hearing complex rhythms, including mixed meters, syncopations, cross-rhythms, divisions of the beat into 5, 6, &amp; 7</li> <li>• Perform two part rhythmic exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Take dictation on atonal melodies</li> <li>• 4-part Bach chorale dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise harmonies under a simple melody at sight (sight-sing &amp; play piano)</li> <li>• Accompany melodies on the piano with basic modulating chord progressions</li> <li>• Sing 1 &amp; play 3 score-read parts</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct in complex patterns, including 7, 8, 9, &amp; 10</li> </ul>	

“Core areas of concentration” are those in the first 4 columns to the left (with headings in black caps in gray field).

“Crossover areas of concentration” are in the final three columns to the right (gray type in white background). These are goals that overlap with other classes.

	Week	Mondays	Wednesdays
1	08/29 08/31	Course explanation Vocal ranges Review Fixed and moveable Do & Rhythm	Rhythm: Duple and Compound meters Ottman: Chap 7 – Alto Clef Solfège Happy Birthday
2	09/5 09/07	<i>No Class – Labor Day</i>	Due: Ottman #7.17 and 7.18 Tenor Clef
3	09/12 09/14	Due: Ottman #7.32 and 7.33 Ottman: Chap 8 Rhythm & Dictation	Due: Ottman #8.36 Ottman: Chap 8 Rhythm & Dictation
4	09/19 09/21	<b>Assessment #1</b> Bach Rhythm & Dictation	Due: Ottman #8.65 Ottman: Chap 9 (7ths & tritones) Bach Rhythm & Dictation
5	09/26 09/28	Ottman: Chap 9 Bach Rhythm & Dictation	Due: Ottman #9.36 Bach Rhythm & Dictation
6	10/03 10/05	Bach Rhythm & Dictation Review	<b>Assessment #2</b>
7	10/10 10/12	<i>No Class – Fall Break</i>	Ottman: Chap 11 (maj, min, V7) Bach & Progressions Rhythm & Dictation
8	10/17 10/19	Due: Ottman #11.32 Ottman: Chap 11 Bach & Progressions Rhythm & Dictation	Ottman: Chap 12 Bach & Progressions Rhythm & Dictation
9	10/24 10/26	Due: Ottman #12.53 Ottman: Chap 13	Ottman: Chap 13 Bach & Progressions Rhythm & Dictation
10	10/31 11/2	Ottman: Chap 13 Bach & Progressions Rhythm & Dictation	<b>Assessment #3</b> Ottman: Chap 14
11	11/07 11/09	Ottman: Chap 14 Bach & Progressions Rhythm & Dictation	Ottman: Chap 14 Bach & Progressions Rhythm & Dictation
12	11/14 11/16	Ottman: Chap 14 Bach & Progressions Rhythm & Dictation	Ottman: Chap 15 Bach & Progressions Rhythm & Dictation
13	11/21 11/23	Ottman: Chap 15 Bach & Progressions Rhythm & Dictation	<i>No Class – Thanksgiving Break</i>
14	11/28 11/30	Ottman: Chap 15 Bach & Progressions Rhythm & Dictation	<b>Assessment #4</b>
15	12/05 12/07	[Left open to adjust for “Freedom” days]	[Left open to adjust for “Freedom” days]

## Notes:

The outline, goals, and activities presented in this syllabus are subject to the progress of learning. If changes are needed in grading and/or grading criteria, a complete explanation of new processes will be discussed and practiced to assist student success.

This course also has a Blackboard page. Instructions on accessing the page will be distributed the first day of classes. If questions arise over class materials, please contact me after checking Blackboard. This syllabus and all assignments should be posted.

Please do not use electronic devices in this class unless asked to do so. My cell phone will be on until class begins for class related texts and messages.

**DISABILITY STATEMENT:** Any student who wishes to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first **MUST** contact Joseph Kempfer at the Learning Services office, 1307 Main St., Bethlehem (610) 861-1510.