

Musicianship II - MUS 141.2A

Course Syllabus - Spring 2015

Mon/Wed 11:45a-12:35p ❖ Room 202 Music Building ❖ Prerequisite: MUS 140.2

Dr. Paula Zerkle ❖ 610.861.1681 ❖ zerkle@moravian.edu ❖ Office (room 308): M/W 2:20p-3p or by appt.

Required Texts and Materials

Benward & Kolosick (B&K). *Ear Training: A Technique for Listening*. 7th Ed. Boston: McGraw Hill, 2010.

Their website is at www.mhhe.com/et7

Ottman, Robert W. (O). *Music for Sight Singing*. 9th ed. Upper Saddle River, NJ: Prentice Hall, 2014.

Bring pencils and blank manuscript paper to every class

Goals of the Course

To demonstrate through study, practice, and performing ability to:

- write and aurally identify all triads, including inversions
- read and write in alto and tenor clef, in addition to bass and treble clef
- spell all seventh chords and inversions
- demonstrate knowledge of scales and all modes
- identify simple melodic and harmonic intervals
- identify simple harmonic progressions I-IV-V and play I-vi6-IV6/4-V6/5-I in all major keys
- sing and identify all simple intervals
- sight-sing diatonic melodies using moveable 'do'
- perform and hear rhythms, including compound meters, ties and syncopation
- aurally notate diatonic melodies and rhythms
- take two-part dictations
- score read at least 2 parts at one time on the piano
- conduct standard patterns in 2, 3, 4, 5, and 6 while sight-singing

Grading

The course grade is based on class preparation and assignments, attendance and participation, and four skill assessments and is distributed as follows:

Daily preparation/assignments	35%
Attendance/Participation	25%
Assessments (4)	40%

Demonstrably prepared	Inconsistently prepared	Often unprepared	Consistently unprepared
A/A- 90-100	B+/B/B- 80-89	C+/C/C- 70-79	D+/D/D-/F 0-69

Daily preparation and assignments (35%)

This course is designed to help you continue to develop written and aural theory skills. Class sessions involve mostly experiential and "performed" assignments. For each class you will have materials to prepare for oral performance.

You will have occasional written exercises. Written assignments may be gone over in class, but you should be prepared to hand them in. **Late written work will not be accepted.**

Attendance and Participation (25%)

Class attendance and participation are essential and account for 25% of your grade. Excused absences will not count against you, but you must supply a doctor's note if you are sick. Each unexcused absence will result in 5 points deducted from your attendance/participation grade.

If you are absent, you are responsible for getting in homework that is due, getting updated assignments from a classmate, and coming prepared to your next class.

The participation grade reflects your attitude and enthusiasm in performance and in working on skills in class. Volunteering to perform or to help others during class will improve your participation grade.

Assessments (40%)

There will be 4 equally weighted assessments given during the span of the semester. The solfège and rhythm examples in the assessments will be drawn from the solfège and rhythm assignments leading up to each assessment. The rest of each assessment will include dictation, interval singing and ID, chordal progressions, accompanied songs, and solfège and plays.

Academic Honesty

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

Accommodations

Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

Weekly Assignment Schedule

Prepare assignments for the days indicated. Assignments may change and additional ones may be given.

Week 1

19 Jan Introduction and review O: p. 26-27 (3.1 - 3.6)
21 Jan O: p. 28-30 (3.7 - 3.21), p. 45-46 (4.1 - 4.10); B&K: M5A, R5A

Week 2

26 Jan O: p. 31-33 (3.22 - 3.35), p. 46-47 (4.11 - 4.18); B&K: H5A, H5D, T5 Ex. 13-14
28 Jan O: p. 34-35 (3.36 - 3.44); "Yankee Doodle" in D (Finale); B&K: M6A, M6D

Week 3

2 Feb O: p. 49-51 (4.24 - 4.36), perform 1 from p. 47-48 (4.19 - 4.23); H6A, H6D, R6A
4 Feb O: p. 52-53 (4.37 - 4.45), solfège & play from p. 37-39 (3.50 - 3.56); T6 Ex. 16-18

Week 4

9 Feb **Assessment #1: solfège, rhythm, dictation, intervals, accompanied song**
11 Feb O: p. 66-67 (5.1 - 5.11); p. 147-48 (10.1-10.8); B&K: M7A, M7D

Week 5

16 Feb O: p. 68-71 (5.12 - 5.27), p. 148 (10.9 - 10.14); B&K: H7A, H7D, T7
18 Feb O: p. 72 (5.28 - 5.32), p. 149 (10.15 - 10.18); B&K: R7A

Week 6

23 Feb O: p. 73-75 (5.33 - 5.42), p. 149-150 (10.19 - 10.24); B&K: M8A, H8A
25 Feb perform one from O: p. 150-51 (10.25 - 10.32); B&K: M8D, H8D

Week 7

2 Mar solfège and play one from O: p. 75-77 (5.43 - 5.48); R8A, T8
4 Mar **Assessment #2: solfège, rhythm, dictation, intervals, accompanied song**

9-11 Mar *SPRING BREAK - no class*

Week 8

16 Mar O: p. 81-83 (6.1 - 6.13), p. 153 (10.33 - 10.41); B&K: M9A
18 Mar O: p. 84-86 (6.14 - 6.24); p. 154 (10.42 - 10.50); B&K: H9A

Week 9

23 Mar O: p. 87-90 (6.25 - 6.43); p. 155 (10.51 - 10.59); B&K: M9D
25 Mar O: p. 91-94 (6.44 - 6.57), p. 156 (10.60 - 10.64); B&K: H9D

Week 10

30 Mar solfège and play 1 from O: p. 95-98 (6.58 - 6.64), B&K: R9A, T9
perform 1 from p. 156-158 (10.65 - 10.79)
1 Apr **Assessment #3: solfège, rhythm, dictation, intervals, accompanied song**

Week 11

6 Apr O: p. 101-103 (7.1 - 7.12); p. 213-14 (14.1 - 14.9); B&K: M10A, H10A
8 Apr O: p. 104-105 (7.13 - 7.20); p. 215 (14.10 - 14.17); B&K: M10D

Week 12

13 Apr O: p. 106-107 (7.21 - 7.28); p. 216 (14.18 - 14.22); B&K: H10D
15 Apr O: p. 108-109 (7.29 - 7.34); p. 217 (14.23 - 14.28); B&K: R10A

Week 13

20 Apr solfège & play 1 from O: p. 109-111 (7.35 - 7.39); B&K: T10
22 Apr perf 1 from O: p. 218 (14.29 - 14.32)

Week 14

27 Apr **Assessment #4: solfège, rhythm, dictation, intervals, accompanied song**
29 Apr wrap up