



COURSE OUTLINE

MUS 167

Course Number

Musicianship I

Course title

1

Credits

2 lab

Hours

Catalog description:

Progressive exercises in sight singing, ear training in the form of melodic, rhythmic and harmonic dictation, as well as the practice of keyboard harmony. Emphasis on diatonic materials and the primary triads. Coordinated with conceptual materials presented in MUS127.

Prerequisites: MUS 105

Corequisites: MUS 127

Required texts/other materials:

Krueger, Carol. *Progressive Sight Singing* (2nd edition), Oxford University Press, 2011.
ISBN 978-0-19-538604-2

Last revised: Fall 2018

Course coordinator: Scott Hornick, Assistant Professor of Music – CM 149;
(609) 570-3716; hornicks@mccc.edu

Course Competencies/Goals

The student will be able to:

1. Discern the difference among and execute vocally all of the melodic intervals diatonic to the major scale accurately and proficiently. **(MCCC Core Skills Goal B)**
2. Recognize, identify, and render in musical notation all of the same intervals starting from any note in the chromatic scale upon hearing them. **(MCCC Core Skills Goal B)**
3. Execute at the piano keyboard all diatonic intervals, as well as their respective inversions, from any given reference note. **(MCCC Core Skills Goal B)**
4. Execute by tapping and/or singing rhythmic figures employing note values ranging from the whole note through the 16th note (including their corresponding rests) in a variety of time signatures at sight. **(MCCC Core Skills Goal B)**
5. Determine and execute the correct musical notation of a variety of rhythmic figures of up to six measures in length upon hearing them. **(MCCC Core Skills Goal B)**
6. Sing at sight notated diatonic melodies in both major and minor keys with emphasis on stepwise movement and skips and leaps that outline the tonic triad in a variety of key signatures and time signatures. **(MCCC Core Skills Goal B)**
7. Determine and render in musical notation accurate transcriptions of melodic passages of up to six measures in length as described in objective 6 upon hearing them. **(MCCC Core Skills Goal B)**
8. Discern the structural differences among and execute at the piano keyboard, using “continuo style”, all major, minor, diminished, and augmented triads built on any root in the chromatic scale and using all three possible right hand configurations for each. **(MCCC Core Skills Goal B)**
9. Execute at the piano keyboard harmonic progressions employing the primary triads (tonic, subdominant, and dominant) in both root position and 1st inversion in a variety of major and minor keys employing correct voice leading procedures. **(MCCC Core Skills Goal B)**
10. Recognize and identify in the form of harmonic analysis using the Roman numeral system and inversion symbols (e.g. I, I⁶, IV, V, V⁶, I) harmonic progressions as described in objective 9 upon hearing them. **(MCCC Core Skills Goal B)**

Course-specific General Education Knowledge Goals and Core Skills.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of Study in Detail

Unit I

The student will be able to...

1. Execute vocally (i.e. "sing") the melodic intervals of the major 3rd, minor 3rd, perfect 4th, and perfect 5th.
2. Recognize and identify by rendering in musical notation the same intervals from any given reference note upon hearing them.
3. Identify, locate, and play at the piano keyboard the same intervals from any given reference note.
4. Execute from notated form by tapping and/or singing rhythmic exercises employing rhythmic values of whole note, half note, quarter note, and eighth note (including their corresponding rests) in simple time signatures of $\frac{4}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ at sight.
5. Determine and execute the correct musical notation of rhythmic figures as described in objective 4 of two measures in length upon hearing them.
6. Execute vocally at sight melodic passages employing the major scale in stepwise movement with skips and leaps outlining the tonic triad and using primarily rhythmic note values of half note and quarter note.
7. Determine and execute in writing the correct musical notation of melodic passages of two measures in length exhibiting the characteristics described in objective 6 upon hearing them.
8. Demonstrate a knowledge of the structural differences between major and minor triads and execute at the piano keyboard the white key triads in both forms using all three right hand inversions.
9. Differentiate between and identify aurally major and minor triads in all inversions.

Unit II

The student will be able to...

- 1). Execute vocally the melodic intervals of the major and minor 6th, in addition to reinforcing those studied in Unit 1.
- 2). Recognize and identify by rendering in musical notation the same intervals from any given reference note upon hearing them.

- 3). Identify, locate, and play at the piano keyboard the same intervals from any given reference note.
- 4). Execute from notated form by tapping and/or singing rhythmic exercises that include ties, dotted extensions, and compound meters of $\frac{6}{8}$ and $\frac{9}{8}$.
- 5). Determine and execute the correct musical notation of rhythmic figures as described in objective 4 of up to four measures in length upon hearing them.
- 6). Execute vocally at sight melodic passages in the major mode exhibiting greater rhythmic complexity with subdivisions at the 8th note level including dotted notes and ties and in compound meters.
- 7). Determine and execute in writing the correct musical notation of melodic passages of four measures in length exhibiting the characteristics described in objective 6 upon hearing them.
- 8). Demonstrate a working knowledge of the triad in three of its forms – major, minor, and diminished – and execute each at the piano on all twelve possible root positions as well as in the 1st inversion.
- 9). Differentiate among and correctly identify by type the three forms of the triad upon hearing them.

Unit III

The student will be able to...

- 1). Execute vocally the melodic intervals of the major and minor 2nd, and the major and minor 7th, in addition to reinforcing proficiency in all intervals previously studied.
- 2). Recognize and identify by rendering in musical notation the same intervals from any given reference note upon hearing them.
- 3). Identify, locate, and play at the piano keyboard the same intervals from any given reference note.
- 4). Execute from notated form by tapping and/or singing rhythmic exercises employing subdivisions at the 16th note level, including dotted figures, rests, ties, and syncopations.
- 5). Determine and execute the correct musical notation of rhythmic figures as described in objective 4 upon hearing them.
- 6). Execute vocally at sight melodic passages in the natural minor mode emphasizing a greater degree of disjunct motion and rhythmic complexity.
- 7). Determine and execute in writing the correct musical notation of melodic passages in the natural minor mode upon hearing them.

8.) Execute at the piano keyboard harmonic progressions employing the tonic, subdominant, and dominant triads in major and minor keys using root position as well as 1st inversion structures and applying voice leading procedures studied in MUS127.

9.) Recognize and identify in the form of harmonic analysis the same harmonic progressions upon hearing them.

Evaluation of Student Learning

Attainment of course objectives will be measured and evaluated in terms of demonstrable proficiency in three separate but integrated skill sets:

Sight Singing: the ability to reproduce vocally intervals, melodic passages, and rhythms with accuracy working from printed musical notation.

Dictation: the ability render in musical notation melodies, rhythms, and harmonic progressions upon hearing them performed with a minimum number of repetitions.

Keyboard Harmony: the ability to play intervals, chords, and harmonic progressions fluently and accurately at the piano keyboard.

Progress in the attainment of proficiency in these skills will be assessed by means of the following measuring parameters:

- Completion and performance of weekly practice assignments;
- Performance of in-class drills;
- Three unit level examinations, the last of which will effectively be a comprehensive final since Unit III represents the culmination of attainment of the course goals.

Final Grade Tabulation	% of Grade
Completion and Performance of Practice Assignments	10%
Performance of In-Class Drills	10%
Unit I Examination	25%
Unit II Examination	25%
Final Examination	30%

Student Success Coach: Mercer students have a Student Success Coach available to support their efforts during their first semester through graduation. Students can connect with a Coach by emailing Successcoach@mccc.edu or calling 570-3451. www.mccc.edu/coaching has useful information about coaching and student success. For additional information, please contact:

Latonya Ashford Ligon at 570-3292 or by email ashfordl@mccc.edu .

Academic Advising after your first semester: Faculty advisors provide help with completing your major after your first semester. Your faculty advisor should be listed on the MyMercer portal. If you need further assistance please contact your division Executive Assistant.

Liberal Arts: Debbie Stotland LA162 570-3378 Stotland@mccc.edu

Business & Stem: Doris Geck BS134 570-3482 Geckd@mccc.edu

Health Professions: Barbara Pieslak MS126 570-3383 pieslakb@mccc.edu

Use your “MyMercer” Portal: Your “MyMercer” portal contains your MercerMail, financial information, class schedule, grades, your advisor and other information. Check your “MyMercer” portal every day. Visit www.mccc.edu/mymercer to access your portal.

Center for Inclusion, Transition and Accessibility: Arlene Stinson, Director:

Mercer County Community College recognizes disability as an aspect of diversity and the Center for Transition, Inclusion and Accessibility works to ensure inclusive learning environments by encouraging the college community to examine accessibility and through the delivery of effective academic accommodations to qualified individuals. Mercer County Community College is in compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA).

For information on Universal Design for Learning, information regarding meeting the needs of students with disabilities, or information regarding the provision of academic accommodations please visit the Center for Transition, Inclusion and Accessibility in LB216 or contact:

Arlene Stinson stinsona@mccc.edu, Lisa Ward wardl@mccc.edu or Susan Onaitis onaitiss@mccc.edu

Tutorial Center: Charles Haas, Director

Tutoring Center services are free and available for all students. Drop in or contact the following to schedule an appointment.

Charles Haas (WWC), LB214, 570-3452, haasc@mccc.edu

Angela Frumin, (TC) 311, frumina@mccc.edu or John Kashmer, (WWC), LB214, kashmerj@mccc.edu

Career and Transfer Center: Planning to go to work or to transfer to a 4-year college after completing your Mercer degree? Contact the Career and Transfer Center for support and advice.

Letrice Thomas (WWC transfer services), SC201, 570-3397, thomasl@mccc.edu

Counseling Services: Are you experiencing personal challenges, feeling overwhelmed? Are you having stress and anxiety? Counseling services are available free of charge. Contact:

Dorothy Gasparro Ed.S, LPC, NCC, SC239, 570-3354, gasparrd@mccc.edu

Veteran’s Services: If you are currently serving or have served in the US Armed Forces, or are a family member of someone who has, our Veterans Services Team is here to help you optimize your education benefits. Contact:

John Becker, SC220, 570-3240 or Jennifer Whitfield, SC222, 570-3269, whitfie@mccc.edu or vets@mccc.edu

Important Fall 2018 dates:

09/11/18 – Last day for 100% refund

09/30/18– Start FASFA for spring

10/02/18 – 10-week semester starts

11/09/18 – Last day to withdraw from 14-week class

Academic Integrity Policy

As stated in the student handbook, “A student will be guilty of violating academic integrity if he/she (a) knowingly represents the work of others as his/her own, (b) uses or obtains unauthorized assistance in the execution of academic work, or (c) gives fraudulent assistance to another student.” Students should read the Academic Integrity policy in the MCCC Rights and Responsibilities Handbook.

Academic Dishonesty will result in failure of this course.

Accommodations

Mercer County Community College is committed to ensuring the full participation of all students in its programs. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA or Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB 216 stinsona@mccc.edu for information regarding support services.

Financial Aid Application Statement

It is recommended that student complete an application for financial aid to determine eligibility for financial assistance. Visit www.fafsa.edu.gov to complete your application. Applications should be completed **before** December 1, 2018. Students who are interested in MCCC Foundation scholarships are expected to complete an application as well.