



COURSE OUTLINE

MUS 168

Course Number

Musicianship II

Course title

1

Credits

2 lab

Hours

Catalog description:

Continuation of studies begun in MUS167. More advanced exercises in sight singing, ear training and keyboard harmony. Expanded use of the diatonic system including all diatonic triads. Coordinated with conceptual materials presented in *MUS128 Music Theory II*.

Prerequisites: MUS 127 and MUS167

Corequisites: MUS 128

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 the intervals of the diminished 7th, augmented 2nd, and the tritone in both its forms (diminished 5th and augmented 4th). **(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 the same intervals at the piano keyboard from any given reference note. **(MCCC Core Skills Goal B)**
4. Execute by tapping and/or singing rhythmic figures rendered in more complex notation to indicate such phenomena as borrowed beat divisions and in time signatures employing beat units other than the quarter note. **(MCCC Core Skills Goal B)**
5. Determine and execute the correct musical notation of rhythmic figures as described in objective 4 of up to eight measures in length upon hearing them. **(MCCC Core Skills Goal B)**
6. Sing at sight notated diatonic melodies in the harmonic and melodic forms of the minor scale with emphasis on wider intervallic leaps that outline the tonic and dominant 7th chords in all key signatures and more complex time signatures. **(MCCC Core Skills Goal B)**
7. Determine and render in musical notation accurate transcriptions of melodic passages of up to eight measures in length as described in objective 6 upon hearing them. **(MCCC Core Skills Goal B)**
8. Execute at the piano keyboard using continuo style harmonic progressions employing all diatonic triads, as well as the dominant and supertonic 7th chords, in a variety of major and minor keys. **(MCCC Core Skills Goal B)**
9. Recognize and identify in the form of harmonic analysis using the Roman numeral system and inversion symbols (e.g. I, I⁶, ii₅⁶, V⁷, vi) harmonic progressions as described in objective 8 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 the intervals of the diminished 5th and augmented 4th in the context of singing arpeggiated diminished triads and dominant 7th chords.
2. Recognize, identify, and render in musical notation the same intervals starting from any tone in the chromatic scale upon hearing them.
3. Execute the same intervals at the piano keyboard from any given reference note.
4. Execute by tapping and/or singing rhythmic figures exploring more complex use of 8th note triplets with displaced accents through the use of ties and rests at sight.
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. Sing at sight notated melodies in minor keys in both the melodic and harmonic forms of the scale, employing mostly stepwise motion and occasional leaps.
7. Determine and render in musical notation accurate transcriptions of melodies as described in objective 6 of four to six measures in length upon hearing them.
8. Execute at the piano keyboard cadential diatonic progressions incorporating the dominant 7th chord as well as the supertonic chord in both its triad and 7th chord forms in major and minor keys applying voice leading procedures studies in *MUS128*.
9. Recognize and identify in the form of harmonic analysis harmonic progressions as described in objective 8.

UNIT II

The student will be able to:

1. Execute vocally the intervals of the augmented 2nd and the diminished 7th according to their context as found in the harmonic minor scale.
2. Recognize, identify, and render in musical notation the same intervals starting from any tone in the chromatic scale upon hearing them.
3. Execute the same intervals at the piano keyboard from any given reference note.
4. Execute by tapping and/or singing rhythmic figures exploring more syncopated use of 16th note subdivisions incorporating displaced accents through use of ties, dotted rhythms, and rests.

5. Determine and execute the correct musical notation of rhythmic figures as described in objective 4 of four to six measures in length upon hearing them.

6. Sing at sight melodies notated in major and minor keys in compound meters with the dotted quarter note as the beat unit. $\left[\begin{array}{ccc} 9 & 6 & 12 \\ 8 & 8 & 8 \end{array} \right]$

7. Determine and render in musical notation accurate transcriptions of melodies as described in objective 6 of four to six measures in length upon hearing them.

8. Execute at the piano keyboard more extended harmonic progressions employing the leading tone triad and the dominant 7th chord in all inversions in a variety of major and minor keys and applying correct voice leading procedures as studied in *MUS128*.

9. Recognize and identify in the form of harmonic analysis harmonic progressions as described in objective 8.

UNIT III

The student will be able to:

1. Execute by tapping and/or singing rhythmic figures in time signatures employing the half note as the beat $\left[\begin{array}{ccc} 2 & 3 & 4 \\ 2 & 2 & 2 \end{array} \right]$, with syncopated borrowed beat divisions and quarter note triplets.

2. Determine and execute the correct musical notation of rhythmic figures as described in objective 4 of six to eight measures in length upon hearing them.

3. Sing at sight melodies in major keys that outline the tonic and dominant 7th harmonies using wider intervallic leaps and more complex rhythmic structures.

4. Determine and render in musical notation accurate transcriptions of melodic passages as described in objective 3 of six to eight measures in length upon hearing them.

5. Execute at the piano keyboard extended harmonic progressions employing the submediant triad, including its use in deceptive resolutions, as well as mediant triad, including its use in an extended cycle of 5^{ths} progression, applying all appropriate voice leading procedures studied in *MUS128*.

6. Recognize and identify in the form of harmonic analysis harmonic progressions as described in objective 5.

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. **(Course Goals 1, 4, and 6)**

Dictation: the ability render in musical notation melodies, rhythms, and harmonic progressions upon hearing them performed with a minimum number of repetitions. **(Course Goals 2, 5, 7, and 9)**

Keyboard Harmony: the ability to play intervals, chords, and harmonic progressions fluently and accurately at the piano keyboard. **(Course Goals 3 and 8)**

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, whitfieji@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 fstinsona@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.