

MUS 003: MUSIC THEORY III

Originator

afesmire

Justification / Rationale

The music department is adding distance education modality to Music Theory III so that it can be taught in a hybrid format. Music Theory III meets for six hours a week in a face-to-face format. As a hybrid course, Music Theory III will still meet face-to-face for approximately three hours per week with the remaining time spent online. This will allow for further variety in teaching methodology with face-to-face working better for the lab content and much of the other material being taught online. The online portion of the hybrid format will also give the students more flexibility in their schedules. Since we only offer one section of Music Theory III once per year, the scheduling is often difficult for students.

Effective Term

201930

Credit Status

Credit - Degree Applicable

Subject

MUS - Music

Course Number

003

Full Course Title

Music Theory III

Short Title

MUSIC THEORY III

Discipline**Disciplines List**

Music

Modality

Face-to-Face

Hybrid

Catalog Description

This course continues concepts introduced in Music Theory II. Theory topics include harmonic (secondary dominants, borrowed chords, Neapolitan and augmented sixth chords, and chromatic modulations), melodic, and formal analysis of representative compositions from the Baroque, Classical, and Romantic periods combined with creative work in composition. Musicianship activities include sight singing and dictation of melodic, rhythmic, and harmonic concepts explored in the theory portion of the course.

Schedule Description

This course continues the study of concepts introduced in Music Theory II. Prerequisite: MUS 002 Advisory: Concurrent enrollment in MUS 021A or MUS 021B

Lecture Units

3

Lecture Semester Hours

54

Lab Units

1

Lab Semester Hours

54

In-class Hours

108

Out-of-class Hours

108

Total Course Units

4

Total Semester Hours

216

Prerequisite Course(s)

MUS 002

Advisory: Concurrent enrollment in MUS 021A or MUS 021B

Required Text and Other Instructional Materials**Resource Type**

Book

Open Educational Resource

No

Formatting Style

APA

Author

Kostaka, S., Payne, Dorothy

Title

Tonal harmony

Edition

8th

City

Columbus, OH

Publisher

McGraw-Hill

Year

2017

College Level

Yes

Flesch-Kincaid Level

12

ISBN #

978-1259447099

Resource Type

Book

Open Educational Resource

No

Formatting Style

APA

Author

Berkowitz, S., Fontrier, G.

Title

A new approach to sight singing

Edition

6th

City

New York

Publisher

W. W. Norton

Year

2017

College Level

Yes

Class Size Maximum

25

Entrance Skills

Notate scales, intervals, chords (triads and 7th chords).

Prerequisite Course Objectives

MUS 002-Demonstrate the ability to voice chord progressions using all diatonic harmony in major and minor keys, secondary dominants, non-chord tones, and elementary modulations in a four voice texture.

MUS 021A-Demonstrate knowledge of music notation theory: treble bass clefs, names of notes, key signatures in three keys, time signatures primary triads.

MUS 021A-Demonstrate playing of primary piano music.

MUS 021B-Demonstrate knowledge of music notation theory: a. treble bass clefs, names of notes, key time signatures, primary triads in C through 4 sharps 4 flats. b. Demonstrate playing of intermediate piano music.

Entrance Skills

Analyze diatonic and secondary dominant harmony in major and minor keys.

Prerequisite Course Objectives

MUS 002-Demonstrate the ability to voice chord progressions using all diatonic harmony in major and minor keys, secondary dominants, non-chord tones, and elementary modulations in a four voice texture.

MUS 002-Demonstrate the ability to compose music using all diatonic harmony in major and minor keys, secondary dominants, non-chord tones, and common chord modulations.

Entrance Skills

Respond correctly to musical dictation including all chromatic intervals within an octave, melodies in major and minor keys using step wise motion, skips within the tonic, subdominant, and dominant triads, chords (triads and dominant 7th chords), and rhythms in simple and compound time with up to four divisions of the beat.

Prerequisite Course Objectives

MUS 002-Respond correctly to musical dictation including all chromatic intervals, major and minor melodies with simple chromaticism, triads and dominant 7th chords, harmonic progressions in major and minor keys using all diatonic triads and dominant seventh chords in inversion, and rhythms in simple and compound time.

Entrance Skills

Sight-sing melodies in simple and compound time in major and minor keys using simple chromaticism.

Prerequisite Course Objectives

MUS 002-Demonstrate the ability to sight sing and notate quarter, half, whole, dotted quarter, and sixteenth note rhythms using ties and pick-up notes in common and uncommon simple and compound meters.

MUS 002-Demonstrate the ability to sing diatonic chord progressions in major and minor keys using moveable Do solfege and Curwin hand signs.

MUS 002-Demonstrate the ability to sight sing melodies using moveable Do solfege and Curwin hand signs in major and minor keys that exhibit basic use of chromaticism.

Course Content

- Secondary dominant and secondary leading tone chords
- Chromatic modulation
- Borrowed chords
- Introduction to Neapolitan and augmented-sixth chords
- Binary, ternary, rondo, and sonata-allegro forms

Lab Content

- Sight singing melodic and rhythmic exercises in major and minor keys with chromatic alterations and modulations to closely related keys using triplets, duplets, and syncopation in simple and compound time.
- Sight singing harmonic progressions that include secondary dominants and modulations to closely related keys.
- Sing and plays
- Curwin hand signs
- Melodic and rhythmic dictation in major and minor keys with chromatic alterations and modulations to closely related keys using triplets, duplets, and syncopation in simple and compound time.

Course Objectives

| | Objectives |
|-------------|---|
| Objective 1 | demonstrate the ability to voice chord progressions using diatonic, secondary dominant and leading-tone, borrowed/modal interchange, Neapolitan, and augmented sixth chords and chromatic modulations. |
| Objective 2 | demonstrate the ability to analyze and compose music using form (sonata, rondo, binary, ternary, etc.), harmony (secondary dominant and leading-tone, borrowed/modal interchange, Neapolitan, and augmented sixth chords as well as chromatic modulations), and melody. |
| Objective 3 | demonstrate the ability to compose and analyze music using roman numerals, figured bass symbols, chord symbols, and designations for non-chord tones. |
| Objective 4 | demonstrate the ability to respond correctly in writing to melodic and rhythmic dictation that includes tonal melodies in major and minor keys using chromatic alterations, modulations to closely related keys, and rhythms that include triplets, duplets, and syncopation in simple and compound time. |
| Objective 5 | demonstrate the ability to respond correctly in writing to four-part harmonic dictation (providing soprano, bass, and harmonic analysis) that uses secondary dominants and modulations to closely related keys. |
| Objective 6 | demonstrate the ability to sight sing tonal melodies in major and minor keys using chromatic alterations, modulations to closely related keys, and rhythms that include triplets, duplets, and syncopation in simple and compound time. |
| Objective 7 | demonstrate the ability to sing diatonic chord progressions in major and minor keys using moveable Do solfege and Curwin hand signs. |
| Objective 8 | demonstrate the ability to sight sing melodies using moveable Do solfege and Curwin hand signs in major and minor keys that exhibit basic use of chromaticism. |
| Objective 9 | demonstrate the ability to perform two part exercises by singing one voice while playing the other on the keyboard or using Curwin hand signs. |

Student Learning Outcomes

| | Upon satisfactory completion of this course, students will be able to: |
|-----------|--|
| Outcome 1 | Analyze aurally and through music notation, the harmonic, melodic, and formal elements of music from the Baroque, Classical, and Romantic periods. |
| Outcome 2 | Perform through singing, melodies and harmonic progressions in major and minor keys using all chromatic pitches. |
| Outcome 3 | Create a musical composition that utilizes harmonic, melodic, and formal elements from the Classical and Romantic periods. |

Methods of Instruction

| Method | Please provide a description or examples of how each instructional method will be used in this course. |
|-----------------|--|
| Discussion | |
| Lecture | |
| Laboratory | |
| Other (Specify) | Cooperative learning, Audio recordings, Keyboard performance, In-class problem solving, Singing Dictation, Supervised lab time |

Methods of Evaluation

| Method | Please provide a description or examples of how each evaluation method will be used in this course. | Type of Assignment |
|--------|---|---------------------|
| Other | Correctly analyzing musical examples | In and Out of Class |
| Other | Correctly notating dictation | In and Out of Class |
| Other | Accurately performing assignments on the piano | In and Out of Class |
| Other | Accurately singing pitches and rhythms of sight singing example | In and Out of Class |
| Other | Creating compositions correctly and creatively utilize harmonic, formal, and melodic course material. | In and Out of Class |

Assignments
Other In-class Assignments

1. Harmonic, melodic, and formal analysis
2. Compositions
3. Dictation
4. Transcriptions
5. Chorale style writing assignments
6. Sight singing assignments
7. Midterm exam
8. Final exam

Other Out-of-class Assignments

1. Harmonic, melodic, and formal analysis
2. Compositions
3. Dictation
4. Chorale style writing assignments
5. Transcriptions
6. Sight singing assignments

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

50

On-campus %

50

Lab Courses

How will the lab component of your course be differentiated from the lecture component of the course?

The lab component will be taught face-to-face.

From the COR list, what activities are specified as lab, and how will those be monitored by the instructor?

- 1) Sight singing melodic and rhythmic exercises in major and minor keys with chromatic alterations and modulations to closely related keys using triplets, duplets, and syncopation in simple and compound time.*
- 2) Sight singing harmonic progressions that include secondary dominants and modulations to closely related keys.*
- 3) Sing and plays*
- 4) Curwin hand signs*

*Activities 1-4 all relate to the topic of sight singing. The sight singing activities will be completed face-to-face with students submitting videos of their final performances for assessment through Canvas.

- 5) Melodic and rhythmic dictation in major and minor keys with chromatic alterations and modulations to closely related keys using triplets, duplets, and syncopation in simple and compound time.**

Number 5 relates to the topic of dictation. All dictation activities will be completed in the face-to-face portion of the class.

How will you assess the online delivery of lab activities?

All lab instruction and most lab activities will be completed face-to-face. The only lab activities that will be completed online are the submission of sight singing final performance videos. These performances will be assessed using a rubric that addresses note and rhythmic accuracy, the use of solfege and Curwin hand signs, and intonation.

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

YouTube will be used for students to submit sight singing performance videos. The students will submit links to their "unlisted" videos. Saving their videos as "unlisted" ensures that only someone with the URL can find a video.

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

Lecture videos will be linked to Canvas through YouTube or 3Cmedia. The lecture videos present some of the course content.

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Timely feedback and return of student work as specified in the syllabus
Discussion forums with substantive instructor participation
Chat room/instant messaging
Regular virtual office hours
Private messages
Online quizzes and examinations
Video or audio feedback
Weekly announcements

External to Course Management System:

Direct e-mail
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)

For hybrid courses:

Scheduled Face-to-Face group or individual meetings
Orientation, study, and/or review sessions

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Students will receive weekly announcements when new course material is available. The instructor will respond to all student messages within 24 hours. Assignments will all be graded within a week of submission and will include written or video feedback. Virtual office hours will be held on a regular basis. When appropriate, the instructor will respond to student discussion forum posts.

Online Course Enrollment

Maximum enrollment for online sections of this course

25

Other Information

Comparable Transfer Course Information

University System

UC

Campus

UC Los Angeles

Course Number

MUS20C

Course Title

Music Theory III

University System

CSU

Campus

CSU San Bernardino

Course Number

MUS320

Course Title

Music Theory III

University System

UC

Campus

UC Irvine

Course Number

MUS 15C

Course Title

Musicianship

University System

UC

Campus

UC Irvine

Course Number

MUS 16C

Course Title

Music Theory

University System

UC

Campus

UC Riverside

Course Number

MUS 030C

Course Title

Harmony

MIS Course Data**CIP Code**

50.0901 - Music, General.

TOP Code

100400 - Music

SAM Code

E - Non-Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to both UC and CSU

C-ID

MUS 140,145

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)

MUS-003_CCC000513218.pdf

Approvals

Curriculum Committee Approval Date

10/02/2018

Academic Senate Approval Date

10/11/2018

Board of Trustees Approval Date

11/14/2018

Chancellor's Office Approval Date

6/14/2010

Course Control Number

CCC000513218

Programs referencing this course

Music AA-T Degree (<http://catalog.collegeofthedesert.eduundefined?key=13>)

Advanced Commercial Music Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=219>)