

# MUS 0003A - EAR TRAINING I

## Catalog Description

Prerequisite: Completion of MUS 10 with grade of "C" or better or equivalent knowledge of music notation

Advisory: Concurrent enrollment in MUS 6A and MUS 40A

Hours: 44 (18 lecture, 26 laboratory)

Description: This course applies and develops materials of MUS 6A used for musical analysis and dictation of rhythms, intervals, chords and melodies plus sight singing of short, simple diatonic melodies. (C-ID MUS 125) (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Categorize simple diatonic and chromatic intervals.
- CSLO #2: Translate audible compound rhythmic patterns using music notation (dictation).
- CSLO #3: Illustrate an audible melody using music notation (dictation).
- CSLO #4: Perform by chant and count rhythms in simple meters and compound meters.
- CSLO #5: Perform on sight, tonal melodies in treble and bass clef.
- CSLO #6: Demonstrate knowledge of basic conducting patterns.

## Effective Term

Spring 2021

## Course Type

Credit - Degree-applicable

## Contact Hours

44

## Outside of Class Hours

36

## Total Student Learning Hours

80

## Course Objectives

Lecture Objectives:

1. Categorize simple diatonic and chromatic intervals.
2. Translate audible major, minor, augmented, and diminished triads into music notation.
3. Illustrate an audible melody using music notation (dictation).
4. Translate audible simple rhythmic patterns using music notation (dictation).
5. Illustrate an audible two-part polyrhythmic diatonic melody using music notation.

Laboratory Objectives:

1. Demonstrate the ability to hear music with understanding, through recognizing patterns and musical function, and by taking dictation of melodies featuring leaps within the primary triads.
2. Take dictation of rhythms with divided beats in a variety of meter signatures and tempos.

3. Aurally identify all intervals up to the octave—ascending, descending, and harmonic.
4. Aurally identify qualities, inversions, and soprano notes of triads.
5. Aurally identify dominant 7th chords.
6. Demonstrate the ability to "audiate" a musical score by performing rhythms with divided beats in a variety of meter signatures and tempos.

## General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: 1. Detect errors in rhythm, pitch and solfege. 2. Analyze and describe phrase structure within simple melodic forms.
- Objective Examinations
  - Example: Objective Examination Example: Exams will consist of the description and aural identification of intervals, chords and other music materials, including the notation of a dictated musical melody and/or rhythm pattern. Standard Grading.
- Skill Demonstrations
  - Example: Demonstrations of the ability to sing with solfege a musical line with a steady beat, accuracy of pitch and solfege syllables.

## Repeatable

No

## Methods of Instruction

- Laboratory
- Lecture/Discussion
- Distance Learning

Lab:

1. Small student groups will be assigned duets to learn and practice in a short amount of time; the groups will then return to class to perform.
2. Small student groups will be assigned increasingly difficult rhythmic exercises to master and perform in class.

Lecture:

1. Instructor will explain and demonstrate various chord qualities of triads on the piano (major, minor, augmented, diminished) - and students will later be asked to identify the triad and notate on manuscript paper.
2. Instructor discusses with students how to differentiate perfect, major and minor intervals and differentiate major and minor triads in root position.

## Typical Out of Class Assignments

### Reading Assignments

1. Read chapter from the textbook on triads and discuss in class. 2. Read and analyze musical examples from outside sources such as piano music, vocal scores, chamber music scores, etc., to discuss in class.

### Writing, Problem Solving or Performance

1. Interpret rhythms from class sources (such as the text, original compositions and class handouts) by chanting, clapping or other method. 2. Demonstrate simple songs by sight singing. 3. Write two critical reviews of live concerts and/or recitals focusing on the use of topics studied in class.

### Other (Term projects, research papers, portfolios, etc.)

### Required Materials

- Progressive Sight Singing
  - Author: Carol Krueger
  - Publisher: Oxford University Press
  - Publication Date: 2017
  - Text Edition: 3rd
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Music for Sight Singing
  - Author: R.W. Ottman and N. Rogers
  - Publisher: Prentice Hall
  - Publication Date: 2014
  - Text Edition: 9th
  - Classic Textbook?: No
  - OER Link:
  - OER:
- The Musician's Guide to Aural Skills Singing
  - Author: Joel Phillips, Paul Murphy, et al.
  - Publisher: Norton
  - Publication Date: 2016
  - Text Edition: 3rd
  - Classic Textbook?: No
  - OER Link:
  - OER:

### Other materials and-or supplies required of students that contribute to the cost of the course.

Music paper.