

# MUS 0003B - EAR TRAINING II

## Catalog Description

Prerequisite: Completion of MUS 3A with grade of "C" or better  
 Advisory: Concurrent enrollment in MUS 6B and MUS 40B  
 Hours: 40 (14 lecture, 26 laboratory)

Description: This course applies and develops the rhythmic, melodic and harmonic materials of MUS 6B through ear training, sight singing, analysis and dictation. (C-ID MUS 135) (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Perform by chant and count complex rhythms in simple meters and compound meters.
- CSLO #2: Perform on sight, tonal melodies in treble and bass clef.
- CSLO #3: Generate and notate eight-measure tonal melodies that apply diatonic intervals.
- CSLO #4: Construct and evaluate in music notation an aural example featuring two parts heard simultaneously.
- CSLO #5: Analyze and evaluate chords in a chorale through identification of typical cadence formulas and common harmonic function.

## Effective Term

Spring 2021

## Course Type

Credit - Degree-applicable

## Contact Hours

40

## Outside of Class Hours

14.4

## Total Student Learning Hours

54.4

## Course Objectives

Lecture Objectives:

1. Demonstrate the ability to hear music with understanding, recognizing patterns, phrase structure and musical function, by:
  - a. taking dictation of melodies in major and minor keys featuring leaps from the I, IV, V and V7 chords.
  - b. taking dictation of rhythms with subdivided beats in simple and compound meters.
  - c. taking harmonic dictation of common diatonic progressions with inversions, writing outer voices and Roman Numerals.

Activity Objectives:

1. Demonstrate the ability to "audiate" a musical score by
  - a. sight reading and performing rhythms with subdivided beats in simple and compound meters.

b. sight singing melodies in major and minor keys featuring leaps from the I, IV, V and V7 chords.

c. sight singing melodies with common melodic patterns (arpeggios, sequences, passing and neighbor tones).

## 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

- Objective Examinations
  - Example: 1. Sample-based exams will consist of the description and identification of intervals, chords and other music materials including the notation of a dictated musical melody and/or rhythm pattern. 2. Performance exams will consist of demonstration of the ability to sing a musical line, rhythm or melody with a steady beat and accuracy with correct solfege syllables.
- Skill Demonstrations
  - Example: 1. In-class sight singing and dictation drills (Rubric grading) 2. In-class drills in rhythmic accuracy

## Repeatable

No

## Methods of Instruction

- Laboratory
- Lecture/Discussion
- Distance Learning

Lab:

1. Instructor assigns duets. Students go to a practice room to learn duet in 5 minutes and come back to perform with solfege syllables.

Lecture:

1. Instructor plays a chord on the piano. Students are instructed to identify the inversion being played and notate on manuscript paper and afterward sharing their results.
2. Instructor plays a pattern of notes on the piano. Notes include altered tones. Students are instructed to notate the melody as it is heard, including proper rhythmic patterns. Students would be asked to compare answers with each other in discussion and instructor would guide and clarify as necessary.

## Typical Out of Class Assignments Reading Assignments

1. Read textbook chapter about Leaps within the Tonic Triad in Minor Keys and be prepared to demonstrate the differences between major and minor tonic triads with solfege. 2. Read musical examples from outside

sources such as piano music, vocal scores, chamber music, etc.. Be prepared to perform solfege with the opening melody in class.

## Writing, Problem Solving or Performance

1. Interpret appropriate rhythms from class sources (such as the text, original compositions and class handouts) by chanting, clapping or other method.
2. Demonstrate understanding of intermediate level songs by sight singing.
3. Create a two-part rhythmic duet for the class to perform.
4. 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.)

1. Select a melodic example from music literature, for example an art song of Brahms or song from a Broadway musical and sing it in appropriate solfege, scale degrees or other method of meaningful syllables.

## Required Materials

- The Musician's Guide to Aural Skills
  - Author: Paul Murphy, Joel Phillips, Jane Piper Clendinning, Elizabeth West Marvin
  - Publisher: W.W. Norton
  - Publication Date: 2016
  - Text Edition: 3rd
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Music for Sight Singing
  - Author: RW Ottman and N. Rogers, ed.
  - Publisher: Prentice Hall
  - Publication Date: 2013
  - Text Edition: 9th
  - Classic Textbook?: No
  - OER Link:
  - OER:
- A New Approach to Sight Singing
  - Author: Sol Berkowitz, et.al.
  - Publisher: Norton
  - Publication Date: 2017
  - Text Edition: 6th
  - Classic Textbook?: No
  - OER Link:
  - OER:

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