

MUS 0004B - ADVANCED EAR TRAINING II

Catalog Description

Prerequisite: Completion of MUS 4A with grade of "C" or better

Advisory: Concurrent enrollment in MUS 9B and MUS 40D

Hours: 40 (14 lecture, 26 laboratory)

Description: This course applies and develops the rhythmic, melodic, and harmonic materials of MUS 9B through ear training, sight singing, analysis, and dictation. (C-ID MUS 155) (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Identify orchestral instrumentation upon hearing various audio recorded examples.
- CSLO #2: Notate selected melodic examples from audio recordings.
- CSLO #3: Sing at sight songs that may also feature examples of modulation, modality and atonality.
- CSLO #4: Perform melodic examples that feature atonal pods.
- CSLO #5: Sing one melodic line of music while playing another melodic line on the piano at the same time.

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 and musical function, by
 - a.aurally identifying and singing the diatonic modes (Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian).
 - b.taking dictation of chromatic, modulating, modal, and post-tonal melodies.
 - c.taking dictation of rhythms featuring irregular beat divisions and polyrhythms and/or in asymmetrical or mixed meters.
 - d.aurally identifying and transcribing harmonic progressions utilizing secondary/applied chords, mode mixture, non-dominant 7th chords, Neapolitan and augmented 6th chords, extended and altered chords, and modulation to distantly-related keys.
2. Demonstrate the ability to "audiate" a musical score by
 - a.sight reading and performing rhythms featuring irregular beat divisions and polyrhythms and/or in asymmetrical or mixed meters.

b.preparing and sight singing chromatic, modulating, modal, and post-tonal melodies.

Lab Objectives:

1. Sing at sight songs in major or minor tonalities that may also feature examples of modulation or modality;
2. Perform melodic examples that feature atonal pods
3. Sing one melodic line of music while playing another melodic line on the piano at the same time.

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. Identification of various modes in a melodic dictation.
 - 2. Identification of various polyrhythms in a rhythmic dictation.
- Problem Solving Examinations
 - Example: 1. In-class sight singing and dictation drills 2. In-class drills in rhythmic accuracy, conducting, and/or keyboard
- Skill Demonstrations
 - Example: 1. Individual sight singing examinations 2. Rhythmic, melodic, and harmonic dictation exercises

Repeatable

No

Methods of Instruction

- Laboratory
- Lecture/Discussion
- Distance Learning

Lab:

1. Students will clap rhythms in solo, duets and trios in increasing complexity in a "round robin" challenge.
2. Students will form pairs to practice atonal excerpts to perform in class.

Lecture:

1. Instructor will play brief audio examples of standard orchestral literature. Students will be instructed to identify orchestral instruments, and through melodic and harmonic dictation, to notate on manuscript paper the melody and harmony, including accurate rhythmic patterns. Students will be asked to compare answers with each other in discussion and instructor will guide and clarify as necessary.
2. Instructor will lecture on the function of atonal pods in music and play examples on the piano of melodies featuring these patterns. Students will be instructed to notate, through dictation, the melody as it is heard. Students will be asked to analyze or identify the melodic

function of the notes as they relate to the given harmonic structure, if any. Instructor will guide classroom discussion.

Typical Out of Class Assignments

Reading Assignments

1. Students will read chapter on modality from the textbook and discuss challenges for sight singing in class. 2. Students will read music in four parts while listening to a recording. 3. Students will read music in two or more parts while audiating (silently hearing it).

Writing, Problem Solving or Performance

1. Demonstrate intermediate and advanced level songs by sight singing. 2. Write two critical reviews of live concerts and/or recitals focusing on the use of the topics studied in class.

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

Select an example of music from the Impressionist period and outline its modal scales and/or synthetic scales. Guide the class through your outline as the recording is playing.

Required Materials

- The Musician's Guide to Aural Skills
 - Author: Paul Murphy, Joseph Phillips, Elizabeth West Marvin, Jane Piper Clendinning.
 - Publisher: W. W. Norton
 - Publication Date: 2016
 - Text Edition: 3rd
 - Classic Textbook?: No
 - OER Link:
 - OER:
- Manual for Ear Training and Music for Sight Singing
 - Author: RW Ottman and N. Rogers, ed.
 - Publisher: W. W. Norton
 - Publication Date: 2017
 - Text Edition: 2nd
 - Classic Textbook?: No
 - OER Link:
 - OER:
- A New Approach to Sight Singing
 - Author: Sol Berkowitz, Leo Kraft, Gabriel Fontrier
 - Publisher: W.W. 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.