

MUS 0010 - MUSIC FUNDAMENTALS

Catalog Description

Hours: 54 lecture

Description: An elementary course designed to provide the basic musical skills, knowledge, and competencies necessary for reading or listening to music. Covers elements of music, scales, notation, rhythm, and sight reading. No prior musical training necessary. Note: Not open to students who are taking or have successfully completed MUS 3A-3B or MUS 6A-6B. (CSU, UC-with unit limitation)

Course Student Learning Outcomes

- CSLO #1: Sight-sing various melodies with solfege syllables.
- CSLO #2: Create and/or identify major, minor augmented and diminished intervals in major and minor keys.
- CSLO #3: Analyze a musical example for the chord tones and non-chord tones in the melody.

Effective Term

Fall 2018

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Identify music notation and terms in a given musical score.
2. Distinguish and define the difference between various rhythmic meters.
3. Identify and demonstrate the correct rhythm of a musical example through counting and clapping the rhythm.
4. Identify and/or construct major and minor scales and their key signatures.
5. Relate various scale types to various World music.
6. Sight-sing various melodies with solfege syllables.
7. Create and/or identify major, minor augmented and diminished intervals.
8. Create and/or identify major, minor, augmented and diminished chords.
9. Analyze a musical example for the chord tones and non-chord tones in the melody.
10. Harmonize simple melodies with primary chords.
11. Analyze a short musical score and identify all musical terms and symbols to determine the composition's tonal center (major or minor) and basic formal structure.

12. Create a short composition that correctly applies notational and harmonic practices that are level appropriate.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Fine Arts
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - C1 Arts
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 3A Arts

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Objective Examinations
 - Example: 1) Put scale degree names in correct order. 2) Accurately write the rhythm counting below a musical example.
- Problem Solving Examinations
 - Example: 1) Correctly create requested key signatures. 2) Create three forms of the minor scale in requested key.
- Projects
 - Example: 1) Compose a piece for piano of at least 16 measures in requested key and time signature. 2) Analyze a simple score noting key and time signature, harmony melodic elements and present findings in class.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will present the topic of major scales and their construction followed by key signature formation based on the major scale after which students will draw requested scales and their consequent key signatures on a white board.
2. Instructor will present the topic of compound meter, demonstrating through counting out loud and clapping the differences between simple and compound meters. The class will be given several musical examples in various rhythmic meters to write the counting under the notes, clap the rhythm and finally sing the melody with solfege syllables.

Distance Learning

1. In the online discussion forum, a prompt will ask the students to consider the scale degrees of the first and last note of Mary Had A Little Lamb, in any key they want to sing it in. The ensuing discussion will usually prompt answers related to C major, and the instructor will then ask what notes are involved if this song were to be sung in other majors, such as D major, or Eb major. In this way, students

gain a transference of knowledge regarding both scale degrees and transposition.

Typical Out of Class Assignments

Reading Assignments

1. Students will read the chapter on melody from the textbook and discuss various melodies presented in class. 2. Students will research examples of topics (like dominant seventh chords) discussed in class by reading musical examples from a lead sheet, score or other music available from outside sources such as piano music, vocal scores, fake book, etc., and share their findings with the class.

Writing, Problem Solving or Performance

1. Students will analyze scale examples and musical excerpts to determine whether the music is written in a major key, or in a minor key. If in minor, be able to determine which three forms of the minor scale are present. 2. Students will write a critical evaluation of a performance using appropriate musical terminology.

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

1. Students will compose an original composition in piano score with appropriate key signature, pitch spectrum, harmonization, meter and rhythms. 2. Students will compose a composition in a lead sheet format with appropriate chords to harmonize the melody.

Required Materials

- Music Fundamentals: A Balanced Approach
 - Author: Takesue, Sumy
 - Publisher: Rutledge
 - Publication Date: 2017
 - Text Edition: 3rd
 - Classic Textbook?: No
 - OER Link:
 - OER:
- Musician's Guide to Music Fundamentals
 - Author: Jane Piper Clendenning, Elizabeth West Marvin, Joel Phillips
 - Publisher: W.W Norton & Co.
 - Publication Date: 2018
 - 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.