

SYLLABUS
MUSIC 1304
FOUNDATIONS IN MUSIC

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MUSIC 1304: Foundations in Music (5009045426) 3-2
Prerequisite: None

Development of music skills such as basic theory, rhythm, sight singing, elementary chord structure, and beginning classroom techniques for piano, recorder, guitar, ukulele, and rhythm band instruments.

TEXTBOOKS:

1. Anderson, William M. and Lawrence, Joy E. **Integrating Music Into The Elementary Classroom**. 7th ed. Thompson/Schirmer. ISBN 0-495-06427-0.
 2. Suzuki or Yamaha Soprano Recorder. (Baroque Fingerings).
- ABOVE ITEMS MAY BE PURCHASED AT THE CBC BOOKSTORE.

OBJECTIVES:

I. SINGING SKILLS:

Without the aid of supportive materials, the student should be able to

- A. Define the four elements of sound production.
- B. Demonstrate correct breathing and singing techniques while singing songs from the class repertoire.
- C. Demonstrate the ability to aurally distinguish between the relative highness/lowness (pitch) of musical tones.
- D. Rapidly recognize body staff signals and sing sequences of notes represented by them.

II. MUSIC THEORY SKILLS AND CONCEPTS: NOTATION

Without the aid of supportive materials, the student should be able to

- A. Demonstrate the ability to rapidly recognize the lines and spaces of the treble and bass clefs.
 1. Create a pitch story in treble and bass clefs which uses the staves to spell a minimum of ten different words.
 2. Compose a brief composition using non-traditional sounds and non-traditional notation and perform the composition.
- B. Interpret the basic meters of selected compositions and indicate whether each is duple or triple.
 1. Be able to count the rhythm of a music composition using a designated counting system.
 2. Solve musical arithmetic problems using a given series of rhythmic equations.
3. Correctly notate rhythmic dictation, given a series of musical examples.
4. Demonstrate a rapid recognition of the elements of rhythmic and pitch notation as represented in a given musical example.
5. Demonstrate correct manuscript skills by transcribing musical descriptions into elements of notation.
6. Define all musical tempo markings, dynamic markings, and form terminology as assigned in class.

III. MUSIC THEORY SKILLS AND CONCEPTS: SCALES AND CHORDS

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With the aid of supportive materials, the student should be able to

- A. Demonstrate the ability to identify the intervals between two pitches: unison, seconds, thirds, fourths, fifths, sixths, sevenths, and octave.
 - 1. Demonstrate the ability to transpose a given melody to a prescribed key.
 - 2. Construct the following scales in the treble clef using standard notation and to construct the scales on the keyboard: 12 major scales and pentatonic scales: C,F,G, and D.
 - 3. Name the order of the sharps and flats as they appear in the key signatures and the circle of fifths.
- B. Construct the primary chords for each major key: I, IV, V
- C. Construct the major and minor chords for each pitch.

IV. BEAT AWARENESS AND MOVEMENT SKILLS

Without the aid of supportive materials, the student should be able to

- A. Demonstrate the ability to feel and express the steady beat in various musical recordings, songs, and chants.
- B. Demonstrate the ability to select and coordinate appropriate body movements and/or patterned rhythms to go along with selected songs.
- C. Demonstrate a basic understanding of Phyllis S. Weikart's Nine Key Experiences in Movement.

V. INSTRUMENTAL SKILLS:

Without the aid of supportive materials, the student should be able to

- A. Recognize the families of musical instruments and voice types, given recorded musical examples, visuals, and/or written descriptions.
- B. Demonstrate the ability to play the guitar.
 - 1. Demonstrate the ability to use simple strumming accompaniments .
 - 2. Demonstrate the ability to tune the guitar.
- C. Demonstrate the ability to use to autoharp to accompany a song.
- D. Perform assigned songs on the recorder with an acceptable tone and correct hand position without the aid of a fingering chart.
- E. Demonstrate the ability to use the keyboard for simple melodies.
 - 1. Identify the names of the keys of the keyboard.
 - 2. Perform simple melodies from the class repertoire on the keyboard.

VI. CONSTRUCTING TEACHING MANIPULATIVES:

- A. Create a sound story in which sounds from classroom or homemade instruments are used to enrich the story.
- B. Construct homemade instruments for use in the elementary classroom.
- C. Given explicit directions, the student should be able to construct a homemade teaching aid for the classroom:
 - 1. Poster song
 - 2. Folder song
 - 3. Song puzzle
 - 4. Bulletin Board Calendar
 - 5. Solfeggio Singing Man
 - 6. Jumping Jack

VII. LAB EXPERIENCES:

- A. Demonstrate the ability to recognize and perform a melodic sequence using the Curwen Hand Signals.
- B. Demonstrate the ability to discuss and use the Kodaly system.
- C. Demonstrate the ability to discuss and use the Orff system.
- D. Perform melodies and/or bordun accompaniments on mallet instruments.

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Given the materials distributed in class, additional personal practice, and participation in lab exercises, the student should be able to

- E. Teach a song to the class.
 - 1. Teach an action song.
 - 2. Teach songs using the body staff
 - 3. Teach a song using the Curwen Hand Signals and the Kodaly techniques
 - 4. Create and perform a score using Orff Instruments to accompany a song from the class repertoire
- F. Create Interdisciplinary Lesson Plans Incorporating Music
- G. Demonstrate the ability to use Finale NotePad Software.
- H. Investigate and Evaluate Various Music Software

TEACHING METHODS:

- 1. Active Learning
- 2. Lecture and Class Discussion
- 3. Audiovisual Aids and Computer-assisted Instruction
(May be used to enhance various topics)
- 4. Orff Instruments, Recorder, Keyboard, and Guitar/ Ukulele
Laboratories
- 5. Homework Assignments
- 6. Individual Practice
- 7. Supplementary References

EVALUATION:

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| 2 Written Examinations and Final Exam | 42% of grade |
| Lab Assessment Grades/Projects/Homework | 58% of grade |
- Excessive absences will lower final grade. See the Performing Arts Department Absentee Policy for explanation.

Attendance:

Three accumulated tardies will constitute an absence.
Excessive absences will lower the final grade according to criteria contained in "Performing Arts Absentee Policy".

Cellular and Electronic Devices in Class:

Students are **advised NOT** to bring cellular and electronic devices, such as cell phones, blackberry, bluetooth headset, I POD, mp3 players, etc. to class. **Any such device which is visible and/or audible to the instructor will warrant the issue of an UNEXCUSED ABSENCE/S to the student/s possessing and/or using the devices during the class period.**

Thank you for your cooperation in this matter.

Special Note:

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In accordance with the law, we ask if you have a disability or think you have a disability, please contact the Counseling Center.

Coastal Bend College does not discriminate on the basis of race, creed, color, national origin, gender, age, or disability.

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