



EFFECTIVE: SEPTEMBER 2011 CURRICULUM GUIDELINES

A. Division: ACADEMIC Effective Date: September 2011

B. Department / Program Area: LANGUAGE, LITERATURE AND PERFORMING ARTS MUSIC
 Revision New Course

If Revision, Section(s) Revised: A, L, N, O, P, Q

Date of Previous Revision: September 2004

Date of Current Revision: June 2010

C: MUSC 1103 **D:** BASIC AURAL & SIGHT SINGING SKILLS I **E:** 3

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p>Students will learn basic skills for musicianship/sight-singing, aural and rhythmic training. Open to all students, but priority will be given to full-time certificate students. Offered: Fall</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Classroom Related</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>3 hrs. per week</p> <p>Number of Weeks per Semester:</p> <p>15</p>	<p>H: Course Prerequisites:</p> <p>NIL</p>							
	<p>I: Course Corequisites:</p> <p>MUSC 1102</p>							
	<p>J: Course for which this Course is a Prerequisite</p> <p>MUSC 1203</p>							
	<p>K: Maximum Class Size:</p> <p>25</p>							
<p>L: PLEASE INDICATE:</p> <table style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px; text-align: center;">X</td> <td>College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>				Non-Credit		College Credit Non-Transfer	X	College Credit Transfer:
	Non-Credit							
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<p>M: Course Objectives / Learning Outcomes</p> <p>At the end of the course, the successful student should be able to demonstrate a working knowledge of, and skills in, sight singing and ear training.</p>								

N:	<p>Course Content:</p> <ol style="list-style-type: none"> 1. <u>Ear Training</u> <ol style="list-style-type: none"> a) Identification of selected melodic intervals up to the P8 b) Identification of triads in root position c) Identification of scale degrees in major and minor scales d) Simple dictation of rhythms in simple and compound meters e) Simple melodic dictation 2. <u>Sight Singing</u> <ol style="list-style-type: none"> a) Singing of ascending and descending intervals b) Singing of notes in major and minor scales c) Singing of ascending and descending notes in triads d) Singing of tonal melodies containing intervals of seconds, thirds, the P4, the P5 and the P8 3. <u>Rhythmic Training</u> <ol style="list-style-type: none"> a) Development of skills in analyzing rhythmic organization in music <ol style="list-style-type: none"> i) Duration (time values of notes & rests) ii) Pulse iii) Meters iv) Added beat v) Divided beat vi) Crusic versus Anacrusic phrasing b) Singing and tapping of rhythmic patterns c) Method of conducting different meters 4. <u>Musicianship Skills</u> <ol style="list-style-type: none"> a) Basics of vocal production and singing b) Use of a relative pitch labelling system (e.g., movable-doh solfège or scale degree numbers) c) Use of Kodály hand signs d) Melodic and rhythmic error detection 												
O:	<p>Methods of Instruction</p> <p>Presentation of concepts, demonstration of learning strategies and modelling of skills by the instructor, integrated with drills and practice exercises performed by the whole class, small groups and individuals.</p>												
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>Example: Krueger, Carol. <i>Progressive Sight Singing</i>. New York: Oxford University Press, 2007.</p>												
Q:	<p>Means of Assessment</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px 2px 0;">Regular quizzes (minimum of one per week):</td> <td style="text-align: right; padding: 2px 10px 2px 0;">60%</td> </tr> <tr> <td style="padding: 2px 10px 2px 0;">Individual sight singing mid-term test:</td> <td style="text-align: right; padding: 2px 10px 2px 0;">10%</td> </tr> <tr> <td style="padding: 2px 10px 2px 0;">In-class ear training mid-term test:</td> <td style="text-align: right; padding: 2px 10px 2px 0;">10%</td> </tr> <tr> <td style="padding: 2px 10px 2px 0;">Individual sight singing final test:</td> <td style="text-align: right; padding: 2px 10px 2px 0;">10%</td> </tr> <tr> <td style="padding: 2px 10px 2px 0;">In-class ear training final test:</td> <td style="text-align: right; padding: 2px 10px 2px 0;"><u>10%</u></td> </tr> <tr> <td style="text-align: right; padding: 2px 10px 2px 0;">Total</td> <td style="text-align: right; padding: 2px 10px 2px 0;">100%</td> </tr> </table>	Regular quizzes (minimum of one per week):	60%	Individual sight singing mid-term test:	10%	In-class ear training mid-term test:	10%	Individual sight singing final test:	10%	In-class ear training final test:	<u>10%</u>	Total	100%
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Total	100%												
R:	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>Yes.</p>												

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar