



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: **INSTRUCTIONAL** Effective Date: **September 2004**

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

If Revision, Section(s):
 Revised: **C, J**
 Date of Previous Revision: **May 2, 2003**
 Date of Current Revision: **September 2004**

C: **MUSIC 1151** Subject & Course No. D: **PRIVATE LESSONS (SECONDARY) I** Descriptive Title E: **1** Semester Credits

F: Calendar Description: In a secondary field of performance, repertoire, technical requirements, sight reading and other skills will be studied on an individual basis. In a secondary field of composition, the development of the student's compositional skills will be guided on an individual basis.													
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: <p style="text-align: center;">Private Lesson</p> Number of Contact Hours: (per week / semester for each descriptor) <p style="text-align: center;">½ hour per week for 12 weeks</p> Number of Weeks per Semester: <p style="text-align: center;">15</p>	H: Course Prerequisites: <p style="text-align: center;">Acceptance into University Transfer Music Program and Faculty Permission</p>												
	I: Course Corequisites: <p style="text-align: center;">Full University Transfer Music Program</p>												
	J: Course for which this Course is a Prerequisite <p style="text-align: center;">MUSC 1251</p>												
	K: Maximum Class Size: <p style="text-align: center;">N/A</p>												
L: PLEASE INDICATE: <table border="1" style="width: 100%;"> <tr> <td style="width: 50px;"><input type="checkbox"/></td> <td>Non-Credit</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> <td></td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> <td>Requested <input type="checkbox"/></td> <td>Granted <input checked="" type="checkbox"/></td> </tr> </table>		<input type="checkbox"/>	Non-Credit			<input type="checkbox"/>	College Credit Non-Transfer			<input checked="" type="checkbox"/>	College Credit Transfer:	Requested <input type="checkbox"/>	Granted <input checked="" type="checkbox"/>
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SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)													

M: Course Objectives / Learning Outcomes

The successful performance student should learn the interpretation and performance of repertoire, technical requirements and sight reading as outlined in the Course Content.

The successful composition student should develop compositional skills as outlined in the Course Content.

N: Course Content:**For composition students:**

Composition students will be expected to complete at least one composition and will be expected to have a premiere performance of at least one piece. The student will be required to demonstrate a capacity to write sketches and shorter works in a variety of styles and instrumental genres.

For performance students:

These represent minimum requirements. If the student is more advanced, repertoire, technique and sight reading should be adjusted to the appropriate level.

1. Fundamentals

Wind Instruments

- a) Breathing exercises and breath control
- b) Posture and correct positioning of instrument
- c) Embouchure
- d) Tone development
- e) Intonation
- f) Development of dynamic range
- g) Articulation.

Guitar

- a) Correct sitting posture
- b) Correct hand positions
- c) Tuning
- d) Fingernails and development of tone

Voice

- a) Breathing exercises and breath control
- b) Posture
- c) Intonation
- d) Extended range and dynamics
- e) Vocalization

Percussion

- a) Stick grip
- b) Positioning of instrument(s)
- c) Playing position
- d) Understanding of specialized notation

String Instruments

- a) Posture and instrument position
- b) Left hand – correct position and development of technique
- c) Right hand – correct bow hold and use of bow
- d) Tuning of instrument
- e) Tone production
- f) Intonation

2. Technique – to be played evenly, with good tone and correct fingering.

Wind Instruments

a) Scales:

- all major and natural minor keys
- one octave
- in quarter notes at MM quarter note = 60
- with the following articulations:
 - all tongued
 - slur 2
 - slur 2, tongue 2

b) Arpeggios:

- all major and minor keys
- one octave
- in quarter notes at MM quarter note = 60
- with the following articulations:
 - all tongued
 - slur 3

Piano

All sharp majors and their relative harmonic and melodic minors.

a) Scales:

- to be played two octaves, in sixteenth notes, hands together at MM quarter note = 76

b) Chords:

- to be played in four note form, in sixteenth notes, hands separately, broken for two octaves at MM quarter note = 69.
- Dominant sevenths to be played solid and broken.

c) Arpeggios:

- to be played in root position, in sixteenth notes, hands together, two octaves including major, minor, dominant seventh and diminished seventh at MM quarter note = 69.

d) Chord Progressions: At the discretion of the instructor.

- I - IV - V-I in all major and minor keys.

Guitar

a) Scales: – major, melodic minor and harmonic minor as follows:

- F#, G, Ab, A (two octaves beginning on the sixth string)
- C, D, Eb (two octaves beginning on the fifth string)
- in eighth note triplets and in sixteenth notes at MM quarter note = 40

b) Cadences: – each scale should end with a I - IV - V - I cadence in quarter notes

Percussion

a) Snare Drum: 13 essential rudiments from National Association of Rudimental Drummers plus selected works from Goldenberg: *Modern School for Snare Drum*.

b) Mallet instruments

- i) Scales: All major and natural minor keys, two octaves in quarter notes at MM quarter note = 80.
- ii) Arpeggios: All major and minor keys, two octaves in quarter notes at MM quarter note = 80.
- iii) Selected etudes from Goldenberg: *Modern School for Xylophone*.

String Instruments

a) Scales: – all major keys

- one octave
- eighth notes at MM quarter note = 60
- one and two notes per bow

- b) Arpeggios: – all major keys
 – one octave
 – separate bows

3. Studies, Etudes or Vocalises

At least two to be selected at the discretion of the instructor.

4. Repertoire

Selection of repertoire should encompass stylistic variety.

Wind Instruments, Guitar, Voice, Percussion and String Instruments

At least two pieces to be selected by the instructor.

Piano

A minimum of three pieces to be selected by the instructor. One selection may be substituted by an accompaniment of appropriate difficulty.

5. Sight Reading

Instruments only

Materials of appropriate complexity in terms of key, rhythm, range and style are to be selected by the instructor. The student will demonstrate accuracy and an understanding of the musical features and characteristics.

6. Other Materials – At the discretion of the instructor.

Wind Instruments, Guitar, Voice, Percussion and string Instruments

Orchestral excerpts, special techniques, transposition, etc.

Piano

Transposition of simple melodies in keys up to three sharps and three flats, hands separately.

Harmonization of simple diatonic melodies using block chords I - IV - V.

7. Performance

a) Students may perform in one student recital during the semester.

b) Students are expected to attend all Douglas College student and professional recitals.

O: Methods of Instruction

The student will receive one-half hour of private instruction per week for 12 weeks and will be expected to practice adequately as specified by the instructor.

P: Textbooks and Materials to be Purchased by Students

The instructor will recommend suitable materials.

Q: Means of Assessment

The grade will be calculated by the instructor on the basis of weekly achievement in the various aspects of the course. This will be recorded by the instructor at the conclusion of each lesson. Factors to be considered are progress, attendance, punctuality, musicianship and completion of minimum requirements.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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