



## EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

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

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

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

**C: MUSIC 1251**    **D: PRIVATE LESSONS (SECONDARY) II**                      **E: 1**

	Subject & Course No.	Descriptive Title	Semester Credits												
<b>F:</b>	<b>Calendar Description:</b> 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.														
<b>G:</b>	<b>Allocation of Contact Hours to Type of Instruction / Learning Settings</b>  <b>Primary Methods of Instructional Delivery and/or Learning Settings:</b>  <p style="text-align: center;"><b>Private Lesson</b></p> <b>Number of Contact Hours: (per week / semester for each descriptor)</b>  <p style="text-align: center;"><b>½ hour per week for 12 weeks</b></p> <b>Number of Weeks per Semester:</b>  <p style="text-align: center;"><b>15</b></p>	<b>H:</b>	<b>Course Prerequisites:</b>  <p style="text-align: center;"><b>MUSC 1151</b></p>												
		<b>I:</b>	<b>Course Corequisites:</b>  <p style="text-align: center;"><b>Full University Transfer Music Program</b></p>												
		<b>J:</b>	<b>Course for which this Course is a Prerequisite</b>  <p style="text-align: center;"><b>MUSC 2351</b></p>												
		<b>K:</b>	<b>Maximum Class Size:</b>  <p style="text-align: center;"><b>N/A</b></p>												
<b>L:</b>	<b>PLEASE INDICATE:</b> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 30px;"><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="checked" type="checkbox"/></td> <td>College Credit Transfer:</td> <td style="text-align: center;">Requested <input type="checkbox"/></td> <td style="text-align: center;">Granted <input checked="checked" type="checkbox"/></td> </tr> </table>			<input type="checkbox"/>	Non-Credit			<input type="checkbox"/>	College Credit Non-Transfer			<input checked="checked" type="checkbox"/>	College Credit Transfer:	Requested <input type="checkbox"/>	Granted <input checked="checked" type="checkbox"/>
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SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )															

**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, technical requirements and sight reading should be adjusted to the appropriate level.

1. Technique - to be played evenly, with good tone and correct fingering.

## Wind Instruments

- a) Scales: – all major and minor (natural, harmonic and melodic) keys  
 – one octave  
 – in eighth notes at MM quarter note = 40  
 – with the following articulations:  
 – all tongued  
 – slur 2  
 – slur 2, tongue 2  
 – tongue 2, slur 2  
 – slur 4

- b) Arpeggios: – all major and minor keys  
 – one octave  
 – in eighth note triplets at MM quarter note = 40  
 – with the following articulations:  
 – all tongued  
 – slur 3  
 – slur 2, tongue 1  
 – tongue 1, slur 2

## Piano

All flat majors and their relative harmonic and melodic minors

- a) Scales: to be played four octaves hands together at MM quarter note = 76
- b) Chords: to be played in four note form, hands separately, broken for two octaves at MM quarter = 69  
 Dominant sevenths to be played solid and broken  
 Diminished sevenths to be played solid and broken
- c) Arpeggios: to be played in root position, hands together, two octaves including major, minor, dominant seventh and diminished seventh at MM quarter note = 69
- d) Chord Progressions: in all major and minor keys I - IV - I - V/V - V - V<sup>7</sup> - 1; I - VI - IV - II<sup>6</sup> - V<sup>7</sup> - I at the discretion of the instructor.

## 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.

#### Voice

- a) Vocal exercises using different vowels and consonants,
- b) Development of breath control,
- c) The use of breath in the singing of high notes,
- d) Application of the technique to songs.

#### Percussion

Snare Drum: All 26 rudiments from National Association of Rudimental Drummers plus materials from selected text Goldenberg: *Modern School for Snare Drum*.

#### Mallet instruments

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

#### String Instruments

- a) Scales – all major and minor (melodic) keys
  - one octave
  - eighth notes at MM quarter note = 80
  - détaché, staccato, and two notes per bow
- b) Arpeggios – all major and minor keys
  - one octave
  - separate bows

2. Studies, Etudes or Vocalises  
At least two to be selected by the instructor.
3. 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 replaced by an accompaniment of appropriate difficulty.

4. 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.

5. Other Materials

At the discretion of the instructor.

##### Wind Instruments, Guitar, Voice, Percussion and String Instruments

Orchestral excerpts, special techniques, transposition, etc.

##### Piano

Transposition: pentachord range in major and minor keys, chords at random, hands separately, up or down a major second.

	<p>Harmonization of melodies with extended range, diatonic harmonies, secondary dominants, block style and keyboard style.</p> <p>6. Performance</p> <p>a) Students may perform in one student recital during the semester.</p> <p>b) Students are expected to attend all Douglas College student and professional recitals.</p>
<b>O:</b>	<p>Methods of Instruction</p> <p>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>
<b>P:</b>	<p>Textbooks and Materials to be Purchased by Students</p> <p>The instructor will recommend suitable materials</p>
<b>Q:</b>	<p>Means of Assessment</p> <p>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.</p>
<b>R:</b>	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

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 Course Designer(s)

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 Education Council / Curriculum Committee Representative

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 Dean / Director

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 Registrar