



**EFFECTIVE: SEPTEMBER 2003**  
**CURRICULUM GUIDELINES**

A. Division: **INSTRUCTIONAL** Effective Date: **September, 2003**

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

If Revision, Section(s) Revised: **F,G,M,N,Q**  
 Date of Previous Revision: **April 25, 2002**  
 Date of Current Revision: **May 2, 2003**

<b>C:</b>	<b>MUSC 451</b>	<b>D:</b>	<b>PRIVATE LESSONS (SECONDARY) IV</b>	<b>E:</b>	<b>1</b>																		
Subject & Course No.		Descriptive Title		Semester Credits																			
<b>F:</b>	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.																						
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <p style="text-align: center;"><b>Private Lesson</b></p>		<b>H:</b>	Course Prerequisites:  <p style="text-align: center;"><b>MUSC 351</b></p>																			
			<b>I:</b>	Course Corequisites:  <p style="text-align: center;"><b>Full University Transfer Music Program</b></p>																			
	Number of Contact Hours: (per week / semester for each descriptor)  <p style="text-align: center;"><b>½ hour per week for 12 weeks</b></p>		<b>J:</b>	Course for which this Course is a Prerequisite  <p style="text-align: center;"><b>None</b></p>																			
	Number of Weeks per Semester:  <p style="text-align: center;"><b>15</b></p>		<b>K:</b>	Maximum Class Size:  <p style="text-align: center;"><b>N/A</b></p>																			
<b>L:</b>	PLEASE INDICATE: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;"><input type="checkbox"/></td> <td style="width: 45%;">Non-Credit</td> <td style="width: 20%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> <td>Requested</td> <td><input type="checkbox"/></td> <td>Granted</td> <td><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 ( <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:**

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
  - chromatic, beginning on any note
  - two octaves where possible
  - in sixteenth notes at MM quarter note = 60
  - articulations: – all tongued
    - slur 2
    - slur 2, tongue 2
    - tongue 2, slur 2
    - slur 4
    - tongue 1, slur 3
    - slur 3, tongue 1
- b) Arpeggios: – all major and minor keys
  - dominant sevenths of all major and minor keys
  - range, tempo and articulation as for scales

## Piano

All flat majors and their relative harmonic and melodic minors.

- a) Scales: To be played four octaves, hands together at MM quarter note = 88
- b) Chords: To be played in four note form hands separately, solid and broken for two octaves at MM quarter note = 80
  - 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, four octaves including major, minor, dominant seventh and diminished seventh at MM quarter note = 72.
- d) Chord Progressions: At the discretion of the instructor.
  - I - IV - I<sup>6</sup>/<sub>4</sub> - V<sup>7</sup> - I in all major keys
  - I - IV - II<sup>6</sup> - V<sup>7</sup> - I

Precadential chords to include the Neopolitan 6<sup>th</sup>, the German 6<sup>th</sup>, the French 6<sup>th</sup>, and the Italian 6<sup>th</sup>.

## Guitar

- a) Scales: – all major and minor (harmonic and melodic) keys
  - two octaves or three where possible
  - in eighth note triplets and sixteenth notes at MM quarter note = 60.
- b) Cadences: – each scale should end with a I - IV - V - I cadence in quarter notes.

## Voice

- a) Technique of posture and breathing.
- b) Diction: proper use of vowels and consonants.
- c) Vocal exercises.

d) Considerable emphasis to be placed on vowel alignment.

e) Development of vocal power and range.

#### Percussion

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

#### Mallet instruments

- i) Scales: All major and natural, harmonic, and melodic minor scales, two octaves in eighth notes at MM quarter note = 96, scales in octaves in eighth notes at MM quarter note = 80 and chromatic scales in sixteenth notes at MM quarter note = 60.
- ii) Arpeggios: All major and minor keys, two octaves in quarter notes at MM quarter note = 96.
- iii) Selected etudes from Goldenberg: *Modern School for Xylophone*.

#### String Instruments

- a) Scales – all major and minor (melodic and harmonic) keys
  - two octaves
  - sixteenth notes at MM quarter note = 80
  - two, three, and four notes per bow
- b) Arpeggios – all major and minor keys
  - two octaves
  - three notes per bow

#### 2. Studies, Etudes or Vocalises

At least two to be selected at the discretion of 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 substituted by an accompaniment of appropriate difficulty.

#### 4. Sight Reading

##### Instrumental 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., to be introduced at the discretion of the instructor.

#### Piano

Transposition of simple pieces up to three sharps and three flats, major keys, hands together.  
Harmonization of melodies of unlimited range incorporating appropriate accompaniment styles.

#### 6. 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.
<b>P:</b>	Textbooks and Materials to be Purchased by Students  The instructor will recommend suitable materials.
<b>Q:</b>	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.
<b>R:</b>	Prior Learning Assessment and Recognition: specify whether course is open for PLAR  No

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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