

Music Department
Syllabus for AURAL SKILLS IV, MUS 281
SPRING 2019; A/M Rm. 154; T/Th 9:30-10:50 am; Credit Hours – 2

Instructor Name: Dr. Dana Ihm

Instructor Office: A/M Rm. 156

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Department Office Phone: 719-549-2125

Office Hours: As posted or by appointment

COURSE DESCRIPTION: Keyboard harmony, sight singing, ear training, playing, singing and discriminatory listening to music toward the ends of developing concepts of melody, harmony, and rhythm.

PREREQUISITES: MUS 150, 151, 210, 211, 250, 251. Corequisite: MUS 280.

NASM STANDARDS: “By the conclusion of the **Aural Skills IV** course, students must demonstrate an ability to sight sing easy to moderately difficult musical examples as well as take musical dictation of moderately difficult musical examples including melodic, rhythmic, and harmonic elements. Students must also demonstrate proficiency in aural recognition and analysis of music, and in singing musical lines at sight.”

STUDENT LEARNING OUTCOMES:

1. Sight sing easy to moderately difficult to difficult musical examples including both melodic and rhythmic elements.
2. Take musical dictation of moderately difficult to difficult musical examples including melodic, rhythmic, and harmonic elements.
3. Read, analyze, and perform music with fluency in at least one performance medium and in a variety of performance styles.
4. Use the piano proficiently as an instrument for independent study of music theory, analysis of scores, and preparation of compositions or arrangements, as appropriate to the common tasks of a professional musician.
5. Demonstrate proficiency in aural recognition and analysis of music, and in singing musical lines at sight, as appropriate to the common tasks of a professional musician.
6. Recognize and describe representative selections of music from all the significant style periods and genres of western art music.

TEXT:

Required: Music for Sight Singing, 5th edition. Benjamin, Horvit, Nels
Ear Training: A Technique for Listening, 7th edition. Benward,
Kolosick
Manuscript Paper

REQUIREMENTS:

Attendance: The student is expected to attend every class session. Because of the nature of the material, missed sessions must be made up with extra practice time. More than **4 absences** will result in failure of the course.

Assignments:

1. Be prepared to sight sing in class each day as assigned. Failure to do so will result in an F for the day.
2. Turn in ear training assignments when due.

Examinations:

1. Graded individual sight singing as assigned.
2. Periodic quizzes over dictation and ear training skills.
3. Final Exam, comprehensive.

Grading:

Homework Grades	10%
Sight Singing Tests	30%
Dictation Chapter Tests	30%
Final Exam	30%

Grading Scale:

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 or below.

DROP DATE: January 28, 2019

INSTRUCTOR: Dr. Dana Ihm, Director of Choral Activities
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AURAL SKILLS IV ASSIGNMENT DATES

Quizzes

Jan. 29, Tues.	Dictation Test, Ch. 11, harmony and rhythm
Feb. 7, Thurs.	Sight Singing Test, Ch. 15 melodies
Feb. 14, Thurs.	Clapping Quiz, Ch. 16 rhythms
Feb. 21, Thurs.	Dictation Test, Ch. 12
Mar. 12, Tues.	Clapping Quiz, Ch. 18 rhythms
April 2, Tues.	Dictation Test, Ch. 13
April 4, Thurs.	Sight singing quiz, Ch. 18 modes and melodies
April 18, Thurs.	Clapping Quiz, Ch. 19-20 rhythms
April 25, Thurs.	Sight Singing FINAL EXAM , Ch. 15 &18 and new melodies
**April 29, Mon.,	10:30 a.m.-12:50 a.m. FINAL WRITTEN EXAM (this is an alternate time, using the 10:00/10:30 T/Th time slot)

Homework Due Dates:

Jan. 29, Tues.	Transcription Ch. 11 ET
Feb. 14, Thurs.	Rhythm pages-Ch.16 SS (p. 198-199)
Feb. 21, Thurs.	Transcription Ch. 12 ET
Mar. 12, Tues.	Rhythm pages-Ch. 18 SS (p. 266-267), write counts
April 2, Tues.	Transcription Ch. 13 ET
April 23, Tues.	Transcription Ch. 14 ET

Internet Assignment Due Dates:

Jan. 29, Tues.	H11A #11-15; H11D #8, 9; H11E #26-30; R11A #6,7; R11B #9,10
Mar. 5, Tues.	M13A #8,9; H13A #11-15; H13D #4,5,6; R13A #9,10; R13B #5-8

AURAL SKILLS IV SEMESTER OVERVIEW

- Wk 1** *S.S.* - Chapter 15, Music for Sight Singing, Melodies that modulate to closely related Keys
E.T. - Chapter 11, Ear Training, Chord Function Identification, vii 7 ; Chords in Music Literature, vii 7; Aural Analysis, Two-Phrase Excerpts; Harmonic Dictation, Chorale Phrases that Modulate; Chord Quality Identification, MM, Mm, mm, dm, dd 7th chords; Rhythmic Dictation, Quartolet; Rhythmic Error Detection
- Wk 2** *S.S.* - Chapter 15, Music for Sight Singing, Melodies that modulate to closely related Keys
E.T. - Chapter 11, Ear Training, Chord Function Identification, vii 7 ; Chords in Music Literature, vii 7; Aural Analysis, Two-Phrase Excerpts; Harmonic Dictation, Chorale Phrases that Modulate; Chord Quality Identification, MM, Mm, mm, dm, dd 7th chords; Rhythmic Dictation, Quartolet; Rhythmic Error Detection
- Wk 3** *S.S.* - Chapter 15, Music for Sight Singing, Melodies that modulate to closely related Keys
E.T. - Review for Ch. 11 Test
Take Dictation Test over Ch. 11, Harmony and Rhythm
- Wk 4** *S.S.* - Sight Singing Quiz over Chapter 15 Melodies that Modulate to Closely Related Keys
E.T. - Chapter 12, Melodic Dictation, Modulations to Closely Related Keys; Melodic Error Detection, Two-Voice Examples; Binary, Rounded Binary, and Three-Part Forms; Interval Dictation, Two Intervals in Succession; Models and Embellishments, I-V-I Progressions with Melodic Embellishments; Chord Function Identification (Ch. 7), I, ii, iii, IV, V, vi Triads with Inversions
- Wk 5** *S.S.* - Chapter 16, Rhythm, Quintuple Meter
E.T. - Chapter 12, Chord Function Identification, Nondominant 7th Chords; Chords in Music Literature, Nondominant 7th Chords; Aural Analysis, Haydn Sonatas; Harmonic Dictation, Modulation to Closely Related Keys; Chord Quality Identification, MM, Mm, mm, dm, dd 7th Chords; Rhythmic Dictation, Eighth-beat values; Rhythmic Error Detection, Eighth-beat values
- Wk 6** *S.S.* - Sight Singing Quiz over Chapter 16 Rhythms
E.T. - Review for Chapter 12 Test
- Wk 7** *S.S.* - Chapter 18, Diatonic Modes
E.T. - Take Dictation Test over Chapter 12
Chapter 13, Melodic Dictation, Modulation in Two-Phrase Periods; Melodic Error Detection, Brahms Melodies; Binary, Rounded Binary, and Three-Part Forms; Interval Dictation, Two and Three Intervals in Succession; Models and Embellishments, I-V-I Progressions with Diatonic Melodic Embellishments; Chord Function Identification (Ch. 8), I, ii, iii, IV, V, and vi Chords with inversions

- Wk 8** *S.S.* - Chapter 18, Diatonic Modes
E.T. - Chapter 13, Chord Function Identification, Secondary Dominants of V & ii; Chords in Music Literature, Secondary Dominants of ii, IV, V; Aural analysis, Key, Phrase, and Cadence Relationships in Musical Excerpts; Harmonic Dictation, Chorale Phrases containing 7th Chords; Harmonic Error Detection, Triads and 7th Chords
- Wk 9** *S.S.* - Chapter 18, Diatonic Modes
E.T. - Chapter 13, Chord Function Identification, Secondary Dominants of V & ii; Chords in Music Literature, Secondary Dominants of ii, IV, V; Aural analysis, Key, Phrase, and Cadence Relationships in Musical Excerpts; Harmonic Dictation, Chorale Phrases containing 7th Chords; Harmonic Error Detection, Triads and 7th Chords; Rhythmic Dictation, Supertriplet; Rhythmic Error Detection, Eighth-beat values
- Wk 10** *S.S.* - Chapter 18, Diatonic Modes
 Sight Singing Quiz over Chapter 18 modes and melodies
E.T. - Take Dictation Test over Chapter 13
- Wk 11** *S.S.* - Chapters 19 & 20, Rhythm, Syncopation Including Irregular and Mixed Meters
E.T. - Melodic Dictation, Modulations in Two-Phrase Melodies; Melodic Error Detection; Mode Identification, Dorian, Phrygian, Lydian, and Mixolydian Modes; Interval Dictation, Three Intervals in Succession; Models and Embellishments, I-V-I Progressions with Chromatic Melodic Embellishments; Chord Function Identification (Ch. 11), Diminished 7th Chords with Inversions
- Wk 12** *S.S.* - Chapters 19 & 20, Rhythm, Syncopation Including Irregular and Mixed Meters
 Take a Clapping Grade over Chapters 19 & 20
E.T. - Chapter 14, Chord Function Identification, Secondary Dominants of IV & vi; Chords in Music Literature, Secondary Dominants & Leading Tone Chords of iii & IV; Aural Analysis, Four Phrase Excerpt from Beethoven Sonata; Harmonic Error Detection, Triads and 7th Chords
- Wk 13** *S.S.* - Review Chapters 15 & 18 for Final Exam
E.T. - Chapter 14, Chord Function Identification, Secondary Dominants of IV & vi; Chords in Music Literature, Secondary Dominants & Leading Tone Chords of iii & IV; Aural Analysis, Four Phrase Excerpt from Beethoven Sonata; Harmonic Error Detection, Triads and 7th Chords; Rhythmic Dictation, Subtriplet in Simple and Compound Meters; Rhythmic Error Detection, Subtriplet in Simple and Compound Meters
- Wk 14** *S.S.* - Final Exam over Chapters 15 & 18
E.T. - Review for Final Exam over Chapters 13 & 14

ACCOMMODATIONS:

“This University abides by the Americans With Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap”. If you have a documented disability that may impact your performance in this class and for which you may require accommodations, please see the instructor as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to: the Disability Resource Office, which is located in the Library and Academic Resources Center, Suite 169.”

ACADEMIC HONESTY:

Academic dishonesty is any form of cheating-which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to have engaged in cheating may receive a failing grade for the work in question, a failing grade for the course, or any other penalty which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

HEALTH AND SAFETY OF MUSICIANS:

The health and safety of our students is of paramount concern.

Specific health and safety issues confronting musicians are summarized at:

<http://www.music.iastate.edu/info/advising/healthandsafety.pdf>

From that publication:

“Hearing health is essential to your lifelong success as a musician. Noise induced hearing loss is largely preventable. You must avoid overexposure to loud sounds, especially for long periods of time.”

“Musicians use their bodies in specific and highly trained ways, and injuries can occur that can have lasting impact on performance ability. Performers need to be aware of vocal and musculoskeletal health issues that affect them. Musicians at all levels of achievement can suffer from repetitive stress injuries, neuromuscular conditions or dystonias, and psychological issues including severe performance anxiety.”

For additional information regarding health and safety concerns for musicians, please contact David Volk, Chair, Department of Music [175 Music, 549-2552, david.volk@colostate-pueblo.edu].

Vocal health is addressed in the following publication:

<http://www.dukehealth.org/repository/dukehealth/2010/12/22/13/57/10/0598/DVCC%20vocal%20health.pdf>

Additional information regarding repetitive strain injury may be found here:

<http://web.eecs.umich.edu/~cscott/rsi.html>

Additional information specific to percussionists may be found here:

<http://jpp.percussionpedagogy.com/02-1-wellness.html>

MANDATORY REPORTING

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).

Please familiarize yourself with the reporting requirements of this policy. Because I am a faculty member, I am a "Responsible Employee." That means I have to report to the Director of the Office of Institutional Equity if you tell me that you were subjected to, or engaged in, any of the following acts: *discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.*

Early Performance Survey:

This course participates in the Starfish student success program. Early in the semester, information about student performance in this class will be communicated to each student by email and/or text from Starfish. Attention to suggested actions is encouraged. This information is also available to academic advisors and others involved in supporting student success. Your advisor may then ask to meet with you to discuss your plans for success. The program is designed to promote success among students through proactive advising, and through referral to appropriate resources. Efforts to inform and assist students continues throughout the semester, with a mid-semester survey, and instructor concerns or kudos can be posted to Starfish at any time.