Course Outline of Record

Los Medanos College           2700 East Leland Road        Pittsburg CA 94565        (925) 439-2181

Course Title:  Musicianship II Subj ect Area/Course Number:  MUSIC-013B

New Course  ☒     OR  Existing Course  ☐

Instructor(s)/Author(s): Kyle Chuah

Subject Area/Course No.:  MUSIC-013B    Units: 1.0
Course Name/Title: Musicianship II
Discipline(s):  Music

Pre-Requisite(s):  None
Co-Requisite(s):  None

Advisories:  Music 30 and Music 015, concurrent enrollment in Music 016 and/or Music 17, previous or concurrent enrollment in 031, previous or concurrent enrollment in Music 13-A.

Catalog Description:
This second semester of Musicianship includes ear training, sight singing, interval and chord recognition, rhythmic and musical dictation and technical and foreign language musical terms. Required for music majors and should be taken concurrently with Music 016 or Music 017.

Schedule Description:
This course is the second semester of Musicianship, required for music majors. This course continues to train the ear to be better musicians, which includes being able to sight-sing at the beginning level, dictate musical examples at the beginning level and promote better overall general musicianship.

Hrs/Mode of Instruction: Lecture:  _54_ HBA   Lab:  _54_ Activity:  _54_ Total Hours   54

Credit  ☒  Credit Degree Applicable (DA)  ☐  Letter (LR)  ☒  Student Choice (SC)
Grading  ☐  Pass/No Pass (P/NP)  ☐  Conract (CR)  ☐  Credit Non-Degree (NDA)
Repeatability  ☐  0  ☒  1  ☐  2  ☐  3

Last date of Assessment:  Sp. 2012  Cohort #:  1

Please apply for: LMC General Education Requirement(s):  ☐  None
(Please list the proposed area(s) this course meets, or indicate "none")

Transfer to:  ☒  CSU  ☒  UC  ☐  IGETC Area  ☐  CSU GE Area  ☒  C-ID Number  music 135

Course is Baccalaureate Level:  ☒  Yes  ☐  No
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Signatures:

Department Chair ___________________________ Date ______________

Librarian ___________________________ Date ______________

Dean ___________________________ Date ______________

Curriculum Committee Chair ___________________________ Date ______________

President/Designee ___________________________ Date ______________

CCCCCD Approval Date (Board or Chancellor's Office) ___________________________ Date ______________

For Curriculum Committee Use only:

STAND ALONE COURSE: YES NO

FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester ______________

Catalog year 20___/20___

Class Max: ______________

T.O.P.s Code: ______________

Crossover course 1/2: ______________

ESL Class: Yes / No

DSPS Class: Yes / No

Coop Work Exp: Yes / No

Class Code

A Liberal Arts & Sciences
B Developmental Preparatory
C Adult/Secondary Basic Education
D Personal Development/Survival
E For Substantially Handicapped
F Parenting/Family Support
G Community/Civic Development
H General and Cultural
I Career/Technical Education
J Workforce Preparation Enhanced
K Other non-credit enhanced
L Not eligible for enhanced

SAM Code

A Apprenticeship
B Advanced Occupational
C Clearly Occupational
D Possibly Occupational
E* Non-Occupational
F Transfer, Non-Occupational

Remediation Level

B Basic Skills
NBS Not Basic Skills

Course approved by Curriculum Committee as Baccalaureate Level: Yes / No

LMC GE or Competency Requirement Approved by the Curriculum Committee: ______________

Distribution: Original: Office of Instruction
Copies: Admissions Office, Department Chairperson

Form Revised 082013
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Institutional Student Learning Outcomes

Check the institutional student learning outcomes (or category of outcomes) below that are reflected in your course:

- General Education SLOs (Recommended by GE Committee)
  
  At the completion of the LMC general education program, a student will:
  
  1. read critically and communicate effectively as a writer and speaker.
  2. understand connections among disciplines and apply interdisciplinary approaches to problem solving.
  3. think critically and creatively
  4. consider the ethical implications inherent in knowledge, decision-making and action.
  5. possess a worldview informed by diverse social, multicultural and global perspectives.

  (Each of the above student learning outcomes for the general education program has a written explanation with illustrations and examples of its application within courses, as well as specific assessment criteria. Consult the GE program information pages.)

Program-Level Student Learning Outcomes (PSLOs)

1. Understand and be able to apply the fundamentals of music theory, aural, and have a working knowledge of harmonic progression, musical forms and structures.
2. Have knowledge and understanding of the historical development of music, its historical periods, genres, instrumentation and composers, within their cultural context.
3. Have practical knowledge of performance practice in their particular ensemble performing styles.
4. Have proficiency of solo repertoire and technical studies in their major instrumental or vocal area of study.
5. Be competent with music technology in its various forms for composition, teaching, and professional pursuits.
6. Be able to work independently on varieties of musical problems by combining their capabilities in performance, aural, verbal and visual analysis, composition, repertoire, knowledge, and music history.
7. Have writing skills with the ability to independently utilize research tools and resources (library, internet, etc.)

Course-Level Student Learning Outcomes (CSLOs):

At the conclusion of this course, the student should be able to:

1. Demonstrate the ability to hear music with understanding, recognizing patterns and musical function, by
   
   a. Taking dictation of melodies in major and minor keys featuring leaps from the I, IV, V and V7 chords. (PSLO 1 and 6)
   b. Taking dictation of rhythms with subdivided beats in simple and compound meters. (PSLO 1 and 6)
   c. Taking harmonic dictation of common diatonic progressions with inversions, writing outer voices and Roman Numerals. (PSLO 1 and 6)

2. Demonstrate the ability to "audiate" a musical score by
   
   a. Sight-reading and performing rhythms with subdivided beats in simple and compound meters. (PSLO 1 and 6)
   b. Sight-singing melodies in major and minor keys featuring leaps from the I, IV, V and V7 chords. (PSLO 1 and 6)

Assessments:

Assessment instrument: Written Assignments and Homework

To demonstrate CSLO 1 and 2 (including all subparts), the students will complete multiple written musical and aural identification exercises each week, in class and as homework, individually and in small
groups. The complexity of the exercises and problems to be solved will increase as the semester progresses. Individual work will be assessed for accuracy.

Assessment instrument: Lab Participation
To demonstrate CSLO 1 and 2 (including all subparts), the students will participate in individual and group activities, which will include singing and sight singing using solfege, rhythmic exercises, dictation exercises and solo and ensemble performances. All work will be assessed for accuracy and performance of the music.

Assessment instrument: Quizzes, Tests and Final Exam
To demonstrate CSLO 1 (including all subparts), a final exam as well as tests and quizzes will be used to evaluate each student’s mastery of transcription. Dictation tests are timed and work will be assessed for accuracy and completeness. To demonstrate CSLO 2 (including all subparts), a vocal final exam, vocal tests and vocal quizzes are given to assess the students singing and sight singings skills.

Method of Evaluation/Grading:
Methods of Evaluation includes, but not limited to the following:
1. In-class sight singing and dictation drills
2. In-class drills in rhythmic accuracy and conducting
3. Directed listening activities/exams
4. Individual sight singing examinations
5. Rhythmic, melodic, and harmonic dictation exercises/exams
6. Self-paced individual laboratory work

For CSLO 1a: An ‘A’ level student work is characterized by accurately taking dictation of melodies in major and minor keys featuring leaps from the I, IV, V and V7 chords. A ‘C’ level student work is characterized by adequately taking dictation of melodies in major and minor keys featuring leaps from the I, IV, V and V7 chords.

For CSLO 1b: An ‘A’ level student work is characterized by accurately taking dictation of rhythms with subdivided beats in simple and compound meters. A ‘C’ level student work is characterized by adequately taking dictation of rhythms with subdivided beats in simple and compound meters.

For CSLO 1c: An ‘A’ level student work is characterized by accurately taking harmonic dictation of common diatonic progressions with inversions, writing outer voices and Roman Numerals. A ‘C’ level student work is characterized by adequately taking harmonic dictation of common diatonic progressions with inversions, writing outer voices and Roman Numerals.

For CSLO 2a: An ‘A’ level student work is characterized by accurately sight-reading and performing rhythms with subdivided beats in simple and compound meters. A ‘C’ level student work is characterized by adequately sight-reading and performing rhythms with subdivided beats in simple and compound meters.

For CSLO 2b: An ‘A’ level student work is characterized by accurately sight-singing melodies in major and minor keys featuring leaps from the I, IV, V and V7 chords. A ‘C’ level student work is characterized by adequately sight-singing melodies in major and minor keys featuring leaps from the I, IV, V and V7 chords.
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Possible Grading Structure:
Written Assignments: 35%
Class Participation: 15%
Tests: 30%
Final Exam: 20%

Course Content:
Course content will include the following subjects:

1. Preparation, sight singing, and transposition of melodies in major and minor keys featuring leaps from the I, IV, V and V7 chords.
2. Exercises with common melodic patterns (arpeggios, sequences, passing tones, neighbor tones, etc.).
3. Exercises with common diatonic chord progressions with inversions, emphasizing bass-line patterns and tendency tones.
4. Analysis of melodies for tendency tones, arpeggiation of triads, harmonic context, and nonharmonic tones.
5. Analysis of phrase structure within simple melodic forms.
6. Melodic dictation in a variety of major and minor keys, tempos, and meter signatures featuring leaps from the I, IV, V, and V7 chords.
7. Melodic dictation in two parts (two-voice counterpoint).
8. Harmonic dictation of common diatonic progressions with inversions, writing outer voices and Roman Numerals.
9. Exercises with common rhythmic patterns with subdivided beats in simple and compound meters at various tempos.
10. Dictation of rhythms with subdivided beats in simple and compound meters at various tempos.
11. Sight reading and performance of music in multiple parts (canons, duets, chorales, etc.) appropriate to the topics studied.
12. Performance of rhythm and sight singing exercises while conducting.
13. Exercises to detect errors in rhythm, pitch, harmony, and/or solfeggio.
14. Exercises at the piano keyboard, such as playing chord progressions while singing any part or arpeggiations of the chords.

Instructional Methods:
- Lecture
- Lab
- Activity
- Problem-based Learning/Case Studies
- Collaborative Learning/Peer Review
- Demonstration/Modeling
- Role-Playing
- Discussion
- Computer Assisted Instruction
- Other (explain) Students may perform their own music for use as examples to demonstrate the class materials.

Textbooks: