



MUSC 1110

Division: Fine Arts

Department: Music

Course: MUSC 1110

Title: Music Theory I

Catalog Description:

This course includes the study of the fundamental elements of music. Content will focus on part writing, composition, and analysis. This course is required of all music-majors and minors and is recommended for serious students of voice, piano or other instruments. This course must be taken in sequence, and concurrently with MUSC 1551.

General Education Requirements: N/A

Semesters Offered: Fall

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Corequisites: MUSC 1130 (Sight Singing/Ear Training I)

Justification:

This course, required of music majors throughout university systems, prepares music majors for transfer with full junior status to music programs of the four year colleges and universities. It will also serve to develop musical literacy in the non-major. The first year of theory is taught at all Utah universities.

Student Learning Outcomes:

Students will demonstrate an understanding of the basic elements of music. Students will be able to write and analyze four part choral common practice period style. Students will be able to analyze basic musical forms and define musical terms.

Content:

Music Theory I is designed to address the fundamentals of music theory and part-writing. Students will be expected to learn musical elements that include: staves, keys, scales, melody, rhythm, and harmony. Other important elements that will be addressed include: meters, intervals, tempo and dynamics. Lectures will advance the students' knowledge of 18th century part writing practices. Students will be assigned music for analysis. Each student will be required to write an original composition each semester.

General Education Outcomes:

MUSC 1110

9) Respond with informed sensitivity to an artistic work or experience.

Part-writing assignments are given in order for students to incorporate many musical elements including pitch, voice-leading, phrasing, form, and texture. Problems from the assignment are rewritten on the board for the class to view. Corrections are made before or after singing the example as a class. Students discuss the problem areas of the music.

Applied Education Outcomes:

1) Students will acquire entry-level skills specific to and appropriate for employment in their chosen field of study.

Students are given daily writing assignments concerning music theory. The writing assignments focus on elements of pitch, rhythm, chords, keys, voice leading, form, and part-writing. The mastery of these skills helps to prepare students for musical careers in performance and teaching.

Key Performance Indicators:

Daily assignments play an important role in the learning of music theory. Assignments are due at the beginning of the following class period. Pop quizzes will be administered at various times throughout the semester.

Grades will be assigned using the following scale: Homework - 30%, Quizzes - 40%, Mid-Term Exam - 15%, Final Exam - 15%. Percentages are approximate.

Representative Text and/or Supplies:

Kostka, Stefan and Dorothy Payne, (current ed.). Tonal Harmony, New York: McGraw-Hill.

Optimum Class Size: 20

Maximum Class Size: 35

Signatures:

I hereby submit this course syllabus:

Vance Larsen, MM, Associate Professor

I hereby find this course consistent with the goals and resources of the Music Department:

Steve Meredith, DMA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Fine Arts Division:

Vance Larsen, MM, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)