Course Name: Music Theory Lab I
Course Number: MUS 135
Course Department: Music
Course Term:
Last Revised by Department: Spring 2021
Total Semester Hour(s) Credit: 1
Total Contact Hours per Semester:

Lecture: Lab: 30 Clinical: Internship/Practicum:

Catalog Description: This course introduces a progressive study of aural training and sight-singing designed to familiarize the student with the various skills needed to advance in the study of music. Introduces the solfeggio system of music reading. Both tonal and rhythmic patterns are included in the sight reading exercises as well as principles of key relationships, intervals and triads.

Pre-requisites and/or Co-requisites: Permission of the instructor, Enrolled in Music Theory I, and Class Piano (MUA 119)

Credit for Prior Learning:
There are no Credit for Prior Learning opportunities for this course.


Access Code: NA

Required Required: Access to a computer with internet for:
*Musictheory.net*  
*Teoria.com*

Suggested Materials: Music writing software (ie. Finale)

Course Fees: None
Institutional Outcomes:

Critical Thinking: The ability to dissect a multitude of incoming information, sorting the pertinent from the irrelevant, in order to analyze, evaluate, synthesize, or apply the information to a defendable conclusion.

Effective Communication: Information, thoughts, feelings, attitudes, or beliefs transferred either verbally or nonverbally through a medium in which the intended meaning is clearly and correctly understood by the recipient with the expectation of feedback.

Personal Responsibility: Initiative to consistently meet or exceed stated expectations over time.

Department/Program Outcomes:
1. Students will analyze diverse perspective in arts and humanities.
2. Students will examine cultural similarities and differences relevant to arts and humanities.
3. Students will demonstrate their ability to create, interpret and/or perform diverse genres of the visual and performing arts.
4. Students will analyze ways that arts and humanities impact or apply to their own lives.
5. Students will demonstrate personal accountability both in and out of the classroom.

Student Learning Outcomes:
Students will achieve the following outcomes:
1. Develop sight-singing and ear-training skills.
2. Understand the importance of listening.
3. Demonstrate conducting skills.

Course Objectives:

Ear Training:
1. Conduct basic rhythmic patterns in simple and compound meters with emphasis on music with one, two, three or four beats per measure
2. Identify major scales and the three forms of minor scales
3. Aurally recognize both harmonic and melodic intervals (upward and downward) within the octave
4. Written dictation of simple melodies (4 measures in length) in treble or bass clef, simple or compound meter and using rhythms which incorporate dotted divisions of the beat
5. Written dictation of basic rhythmic patterns (as found in Ottman)
6. Compose a written consequent phrase after seeing and/or hearing an antecedent phrase
7. Aural identification of triad quality – Major, minor, augmented, diminished – in root, first, and second inversions
8. Achieve maximum mastery of software program, MusicTheory.net, Good-ear.com, and Thetamusctrainer.net as prescribed by instructor.

Sight-Singing:
1. Speak rhythmic syllables while conducting in simple and compound meters
2. Sing major and minor scales – upward and downward – first with numbers, then with solfege
3. Achieve facility in sight reading any interval within the minor 10th with both numbers and solfege
4. Make use of conducting patterns in all rhythmic reading (Ottman)
5. Sing all major and harmonic minor triads in inversions, first with numbers, then with solfege (1-3-5, 3-5-1-, 5-1-3)
6. Sing the dominant seventh chord in inversion, as well (5-7-2-4, 7-2-4-5, 2-4-5-7, 4-5-7-2).
7. Add borrowed divisions to rhythmic readings
8. Sing any factor of a major or minor scale when given the tonic

College Procedures: All college-wide procedures are located in the Iowa Central Community College Student Handbook.

Assessments: Approximately 700
1. In Class Activities – approximately 300 points
   Assessments are worth approximately 10 points per class for various in class projects and group activities. Sometimes there may be more points and some days less points. Points depend on difficulty, time, etc.

2. Outside Class Projects – minimum of 200 points.
   Each project will be worth approximately 20 points. There will be one to two mandatory projects to be turned in for a grade each week. Online software resources will aid in strengthening your abilities.

   The week by week approach to the online activities include:

3. Exams/Evaluations - 100 points each = 200 points
   A comprehensive assessment will take place at the approximate midpoint of the semester and again on the comprehensive final.

   *Please note that assessments are subject to change.*
Non-discrimination Statement:


If you have questions or complaints related to compliance with this policy, please contact Stacy Ihrig, Director of Human Resources, phone number 515-574-1138, ihrig@iowacentral.edu; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312-730-1560, fax 312-730-1576.

Disability/Accommodation Services:

If you have a request for an accommodation based on the impact of a disability, it is Iowa Central's policy that you contact the Academic Assistance & Accommodations Coordinator to discuss your specific needs and to provide supporting information and documentation, so we may determine appropriate accommodations. The office for accommodations is located in the Academic Resource Center, and it can be reached by calling 515-574-1045. For online information about accommodations, please go to www.iowacentral.edu/accommodations.

Bias-Free Classroom Statement:

Music Theory Lab I maintains high standards of respect in regard to individual beliefs and values when selecting classroom materials including textbooks, project activities, power points, videos, presentations, and classroom discussions.

It is our belief that all people have the right to obtain an education within our department/program courses free of bias, with full respect demonstrated to all who enroll in the courses of this department/program.