Course Name:  Sight-Singing and Ear Training III

Course Number:  MUS 218

Course Department:  Music

Course Term:  

Last Revised by Department:  May 2019

Total Semester Hour(s) Credit:  2

Total Contact Hours per Semester:
  Lecture:  
  Lab: 60  
  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. With emphasis placed on critical listening, the course is intended to challenge the student to achieve a maximum mastery of its content which includes, but is not limited to; aural recognition of major/minor scales, modes, triads, seventh chords and their inversions as well as basic piano knowledge, basic conducting skills, melodic and rhythmic dictation and facility of sight singing. This class will meet twice per week, along with 2 hours of arranged lab.

Pre-requisites and/or Co-requisites:
Permission of the instructor
Successful Completion of Sight Singing and Ear Training I and II
Enrolled in Music Theory III

Textbook(s) Required:  Ottman.  Music for Sight Singing.  8th ed.

Access Code:  NA

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

Suggested Materials:  Music writing software (ie. Finale)

Course Fees:  NA
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:
1) Develop sight-singing skills and ear-training ability.
2) Criticize constructively each other’s musical analysis/performance.
3) Represent proper conducting skills

Course Objectives:

**Ear Training:**
1. Conduct with ease any music with one, two, three, four, five or six beats per measure and begin showing dynamic shading with the left hand
2. Identify all authentic church modes, the chromatic, pentatonic and whole tone scales
3. Continue to improve aurally recognizing intervals
4. Expand written dictation to melodies of 4 – 8 measures in length
5. Expand rhythmic dictation to incorporate more advanced rhythmic patterns
6. Aurally identify harmonic functions within a musical composition by determining phrase and periodic lengths, use of sequences and rhythmic repetition of melodic patterns
7. Expand aural identification of triad quality to seventh chords and their inversions as well as ii7 and vii7 and their inversions
8. Aurally identifying chord functions (V7, ii7 and vii7), choice of cadences and recognition of non-harmonic tones (soprano voice) in 4-part writing
9. Further mastery of all modules of the online program, musictheory.net, as prescribed by instructor

**Sight-Singing:**
1. Sing all authentic modes and the chromatic scale – upward and downward – with solfege
2. Achieve greater facility in sight-singing more advanced duets and ensemble selections than those of SSI and SSII
3. Solfege melodies of greater difficulty as found in later chapters of Ottman
4. Sing major and minor triads as found in figured bass lines (Roman numeral indication)
5. Sing inversions of the V7 chord and begin root position only of the fully diminished and half-diminished seventh chords
6. Achieve facility in singing non-harmonic tones as specified
7. Sing (arpeggiate) any triad in any key, given the tonic tone
8. Continue reading more advanced rhythmic patterns
9. Begin sight singing atonal, unmetered music
10. Develop ability to harmonize simple melodies on the piano using I, IV and V chords.

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

**Assessments:** (Be specific. Include points, weighting, percentages, etc. Include all assessments both summative and formative quizzes, exams, papers, homework, etc.) Please note that assessments are subject to change (This statement needs to stay here to protect you in case of unexpected circumstances)

**Non-discrimination Statement:**


If you have questions or complaints related to compliance with this policy, please contact Kim Whitmore, Director of Human Resources, phone number 515-574-1138, whitmore@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:

Sight singing and ear training III 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.

External Accreditation: (If you have a required statement of accreditation by an external agency you can put it here – If not delete this section)