



Course Syllabus: Analysis of Musical Form
Lamar D. Fain College of Fine Arts
MUSC 3632 Section 101
Fall 2026 MW 2:00-2:50 PM

Contact Information

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Course Description

Analysis of musical structure including simple binary and ternary forms, the rondo and sonata-allegro forms, and contrapuntal applications.

Student Learning Outcomes

The curriculum for all four music theory courses are developed from the same five themes. Student Learning Outcomes (SLO) for Music Theory I are listed under each theme. SLOs are also aligned with the Texas Examinations of Educator Standards (TExES) State Board of Educator Certification (SBEC) EC-12 music standards. Please see Appendix A for a complete listing of the SBEC music standards.

Theme 1

Technical terminology allows musicians to communicate efficiently and accurately in order to enhance the creation and performance of music.

SLO 1: (SBEC 001:A-B, D; SBEC 004:A-C, E; SBEC 009:D) Students who successfully complete Analysis of Musical Form will strengthen their written and oral communication skills by demonstrating fluency with technical terminology for formal analysis and score study to describe the following elements:

- performing forces
- rhythm
- melody
- harmony

- texture
- expressive elements
- structural/formal elements

Theme 2

Music is an aural art form that can be visually captured through notation in order to improve its longevity and performance accuracy.

SLO2: (SBEC 004:A; SBEC 005:A)

Theme 3

Musical genres and eras are defined by shared expectations of composers, performers, and listeners across a variety of musical elements (melody, harmony, rhythm, texture, orchestration, form, etc.). The interaction of these elements create a distinctive sound for a piece of music or music of a particular composer, era, region, or genre.

SLO3: (SBEC 001:A, SBEC 002:A,C; SBEC 003:A,C; SBEC 004:A-E; SBEC 005:B,D) Students who successfully complete Analysis of Musical Form will strengthen their audiation and written communication skills by demonstrating proficiency in the **identification, comparison, and evaluation** of the following elements and structures in Common Practice Period Western art music:

- phrase endings and cadences,
- modulations,
- sequence types,
- musical forms, including:
 - binary form
 - ternary form
 - rounded binary form
 - rondo
 - sonata
 - theme and variations
 - canon, passacaglia, and fugue
- formal sections, including
 - rhythmic and melodic motives
 - parallel and contrasting periods
 - sentences
 - exposition
 - development
 - recapitulation.

Theme 4

The theory of music is based upon a set of expectations that composers and performers can meet, exceed, and thwart to elicit emotional response from their listeners.

SLO4: (SBEC 001:A-E, SBEC 003:A,C; SBEC 004:A-E; SBEC 005:B,D; 007:B-C, 009:D-E) Students who successfully complete Analysis of Musical Form will strengthen their analytical and critical thinking skills by **analyzing** how the following musical elements elicit emotional response by comparing these characteristics to oral communication and motion principles in the physical world:

- rhythmic & metric devices
- melodic contour
- dynamic contrast
- cadences
- repetition, variation, and contrast

Theme 5

Musicians must develop a “hearing eye” and a “seeing ear” through essential aural and performance skills in order to convey and understand meaning in musical contexts.

SLO5: (SBEC 005:A-D) Students who successfully complete Analysis of Musical Form will strengthen their analytical and critical thinking skills creating visual representations of Common Practice Period Western art music forms through the analysis of musical scores and performances.

Scientifically-Based Research and References

We use scientific research from the leading national organizations to keep our students up to date on the latest trends in the field. This course specifically uses excerpts from the following references:

Caplin, William E. *Analyzing Classical Form: An Approach for the Classroom*. New York, Oxford University Press, 2013.

Gotham, Mark et. al. *Open Music Theory*, vol. 2. Creative Commons Attribution-ShareAlike 4.0 International License. 2023. <http://openmusictheory.com>.

Huron, David. *Sweet Anticipation: Music and the Psychology of Expectation*. Cambridge, MA: The MIT Press, 2006.

Huron, David. *Voice Leading: The Science Behind a Musical Art*. Cambridge, MA: The MIT Press, 2016.

Justin, Patrik N. “Five Facets of Musical Expression: A Psychologist’s Perspective on Music Performance.” *Psychology of Music* 31, no. 3 (Summer 2003): 273-302.

Karlsson, Jessika. “A Novel Approach to Teaching Emotional Expression in Music Performance.” Doctoral Thesis, Uppsala University, 2008.

Santa, Matthew. *Hearing Form: Musical Analysis With and Without the Score*, 3rd ed., New York: Routledge, 2023.

Spring, Glenn, and Jere Hutcheson, *Musical Form and Analysis: Time, Pattern, Proportion*. Long Grove, IL: Waveland Press, 2013.

Course Materials

Desire-to-Learn (D2L)

Extensive use of the MSU **D2L** program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Brightspace Pulse

Please download this D2L application to your mobile device. It is available on both the [Apple](#) and [Google Play](#) app stores. Brightspace Pulse sends you push notifications for announcements, assignments, and grades. It also allows you to review course content offline when you have no cell service or wi-fi available.

Technology

Daily attendance will require the use of a smart phone, tablet, or laptop. Access to a device that can take legible photos and videos and upload them to D2L is required. **No physical copies of assignments will be accepted. All work for this course will be submitted digitally.** Please let the instructor know during the first week of classes if you do not have access to an appropriate device.

Manuscript Paper (Physical or Digital)

Please bring either manuscript paper and a pencil **or** a tablet with a stylus and a note-taking application to every class.

eBook & Online Resources

Burstein, Poundie L. and Joseph N. Straus. *A Concise Introduction to Tonal Harmony*. 2nd Ed. New York: W.W. Norton, 2020.

This is the last course in the music theory sequence that uses this textbook: Music Theory I, II, III, and IV and Analysis of Musical Form.

- You will need to have a physical copy of a new **workbook**
- You will also need access to the **digital resources**, which are provided for 1080 days (approximately 3 years) with every new textbook purchase.
- The **textbook** may be in a format of your choice: e-Book, loose leaf, paperback, or hardcover.

Study Hours and Tutoring Assistance

Please see Dr. Luttrell for assistance regarding study hours and tutoring.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy to Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or

the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Student Assessment

Students will be assessed based on the requirements of the grading rubric and the projects needed for completion, as well as your effectiveness in completing assignments on time and with certification in mind. You have a responsibility to the students you are teaching to be prepared, to be thorough, to think, and to participate with intent in your development as an educator. There is no one way to be effective as an educator, but you can smell out someone who is ill prepared to teach.

Grading

Grading Scale: Refer to University Code regarding + and – grading scale.

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 0 – 59

Table 1: Points allocated to each assignment

Assignments	Percentage
Attendance & Participation	30%
Projects	30%
Homework	20%
Exams	20%
Final Grade Percentage	100%

Table 2: Total points for final grade.

Grade	Percentage
A	89.5%
B	79.5% to 89.4%
C	69.5% to 79.4%

Grade	Percentage
D	59.5% to 69.4%
F	Less than 59.4%

Attendance and Participation (30% of Final Grade)

Participation is scored based on attendance and activities such as Kahoots.

All students are expected to attend synchronous face-to-face sessions in the classroom. A synchronous Zoom option or an asynchronous option will be available to students who are currently ill/quarantined. Students who need one of these options for a particular date should send an email to the instructor **by 8 a.m.** of the day they will miss.

Attendance for both options will be taken through D2L. An attendance assignment will be posted in the course for every class session. If you attend a synchronous face-to-face session, you will submit a photo with a daily posted image during class **or** you will log into the day's Kahoot. If you attend a Zoom session, you will be required to submit a screenshot of the posted image **or** log into the day's Kahoot. If you view an asynchronous video of a class session, you will be required to submit a screenshot of the day's posted image.

Students who have failed to submit attendance assignments for **3 or more consecutive classes** will be reported to the Early Alert monitoring system. Students who have failed to submit attendance assignments for **6 or more total classes by October 1st** will be dropped from the course for non-attendance.

All course content is posted on the course site on D2L. There is no need to ask what was missed during a particular session, as a video from each class will be posted in the attendance assignment for that day.

If you encounter any emergencies during a particular week that make any of the attendance options impossible, please contact the instructor via email as soon as possible. Please designate a roommate or loved one who will email your professors in case you become incapacitated and cannot attend class. *The instructor is unable to reply to your designee unless you have signed a FERPA release form in the registrar's office allowing them access to your educational records.*

Homework

Homework assignments involve identification, construction, comprehension, composition, and analysis exercises taken mostly from D2L and the *Concise Introduction* workbook and online tools. If these assignments are not completed during class, they will need to be completed as homework. Assignments can be submitted as legible photos (no HEIF files—convert your files on an iPhone) taken of handwritten work in the workbook or as PDFs from created of handwritten work on an iPad.

All projects and homework will be graded based on the following holistic grading scale:

- **A** work exceeds expectations and demonstrates content/skill mastery.

- **B** work meets expectations (content/skill mastery achieved, minor errors attributed to oversights).
- **C** work displays a need for more practice and resubmission of the assignment. (C is the minimum passing grade for the course.)
- **D** work displays a need for significant remediation of a concept and resubmission of the assignment. Please contact the department tutor or the instructor to set up a tutoring session.
- **F** is reserved for assignments that are not submitted.

Quizzes

Quizzes are attached to the daily assignments area of the syllabus. These will be clearly discussed during class.

Exams

There will be two exams for this course, and both exams will be cumulative.

The midterm exam will be given during class on Wednesday, October 7.

The final exam will be given on Wednesday, December 10th from 5:45 to 7:45 p.m.

Projects Required

Projects are designed to be completed mainly outside of class. These assignments give students the opportunity to synthesize knowledge and skills through creativity.

Extra Credit

Extra credit assignments are at the discretion of the instructor and may (or may not) be provided.

Late Work

Initial submissions of classwork and projects must be made by the due date for each assignment. If the initial submission is late, a 10% penalty will be incurred. There is no penalty for resubmissions.

Make Up Work

In case of severe illness, please contact the instructor.

Inclement Weather

In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision.

Notification processes - Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at [MSU Ready](#).

The timeline is as follows:

Event	Time	Day	Decision
Inclement weather occurs during regular work/class day	3:30 PM	Day of inclement weather	Cancel classes/events after 5:00 PM
Overnight inclement weather expected	8:00 PM	Day before inclement weather	Close campus or delay opening
Delay called the day before but change to closure due to the extent of weather impact	6:15 AM	Day of delay	Close campus
No cancellation or delay decision made the night before	5:30 AM	Day after no decision made the night before	Close campus or delay opening

Important Dates

Last day for term schedule changes: August 27, 2025

Deadline to file for graduation: September 21, 2025

Last Day to drop with a grade of "W:" October 7, 2025

Refer to: [Drops, Withdrawals to Void](#)

Instructor Class Policies

All students are expected to attend synchronous face-to-face sessions in the classroom. A synchronous Zoom option or an asynchronous option will be available to students who are currently ill/quarantined. Students who need one of these options for a particular date should send an email to the instructor **by 8 a.m.** of the day they will miss.

Attendance for both options will be taken through D2L. An attendance assignment will be posted in the course for every class session. If you attend a synchronous face-to-face session, you will submit a photo with a daily posted image during class **or** you will log into the day's Kahoot. If you attend a synchronous Zoom session, you will be required to submit a screenshot of the posted image **or** log into the day's Kahoot. If you view an asynchronous video of a class session, you will be required to submit a screenshot of the day's posted image.

Students who have failed to submit attendance assignments for **3 or more consecutive classes** will be reported to the Early Alert monitoring system. Students who have failed to submit attendance assignments for **6 or more total classes by October 1st** will be dropped from the course for non-attendance.

All course content is posted on the course site on D2L. There is no need to ask what was missed during a particular session, as a video from each class will be posted in the attendance assignment for that day.

If you encounter any emergencies during a particular week that make any of the attendance options impossible, please contact the instructor via email as soon as possible. Please designate a roommate or loved one who will email your professors in case you become incapacitated and cannot attend class. *The instructor is unable to reply to your designee unless you have signed a FERPA release form in the registrar's office allowing them access to your educational records.*

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!* There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

Privacy Statement

Federal privacy law prohibits the instructor from releasing information about students to certain parties outside of the university without the signed consent of the student. Thus, in almost all cases the professor will not discuss a students' academic progress or other matters with his/her parents. Please do not have them call. Regardless of these important legal considerations, the professors' general policy is to communicate with the students, not their parents, even when a student has signed a consent form. College students are adults and are expected to behave accordingly.

Obligation to report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting: Laura Hetrick, Title IX Coordinator, Sunwatcher Village Clubhouse. 940-397-4213, laura.hetrick@msutexas.edu

You may also file an online report 24/7 on the [Sexual Misconduct Report Form](#). Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit the [MSU Sexual Misconduct Resource Page](#).

College Policies

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSUTexas. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Grade Appeal Process

Students on a college campus have rights to fair treatment. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#) in the event they believe they have received a grade they consider unjust. Reminder: do your work.

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Week or Module	Content & Activities	Assignments
Module 1 8/24 to 9/9	Topics: ○ Musical elements ○ Melody ○ Harmony ○ Performing Forces (Instrumentation) ○ Formal Structure ○ Timbre ○ Expressive Elements ○ Texture ○ Style Transposing Instruments	Group Project Musical Elements Presentation Due Monday, September 7
Module 2 9/14 to 9/23	Topics: ○ Motive ○ Phrase ○ Cadence ○ Sentence ○ Parallel & Contrasting Periods	Homework ○ Tutorial 35-A Due Sunday, September 13 ○ Tutorial 36-A Due Sunday, September 13 ○ Chapter 35 Inquizitive Due Sunday, September 20 ○ Chapter 36 Inquizitive Due Sunday, September 20
Module 3 9/28 to 10/7	Topics: ○ Binary Form ○ Ternary Form Rounded Binary Form	Homework ○ Tutorial 37-A Due Sunday, September 27 ○ Tutorial 37-B Due Sunday, September 27 ○ Tutorial 37-C Due Sunday, September 27 ○ Tutorial 38-A Due Sunday, September 27 ○ Chapter 37 Inquizitive Due Sunday, October 4 Project ○ Small Form Presentations Due Monday, October 20 Midterm Exam Wednesday, October 7

Week or Module	Content & Activities	Assignments
Module 4 10/19 to 12/2	Topics: ○ Rondo Forms ○ Sonata Forms ○ Concerto Forms ○ Imitative Forms ○ Canon ○ Fugue ○ Invention Variation Forms	Homework ○ Tutorial 38-B Due Sunday, October 26 ○ Tutorial 39-A Due Sunday, November 2 ○ Tutorial 39-B Due Sunday, November 2 ○ Tutorial 39-C Due Sunday, November 2 ○ Chapter 38 Inquizitive Due Sunday, November 9 ○ Chapter 39 Inquizitive Due Sunday, November 16 Project ○ Memory Map Project Due Monday, November 10 ○ Fugue Analysis Project Due Monday, December 1 Final Exam Wednesday, December 10 5:45-7:45 p.m.

Appendix 1
TExES Domains and Competencies

Texas Examinations of Educator Standards (TExES)

The Student Learning Outcomes (SLOs) for Music Theory I link to the following TExES domains and competencies necessary to become a music educator in the state of Texas:

Domain IV- Music Classroom Performance

Competency	Outcome
Competency 009- The teacher demonstrates knowledge of methods and techniques for playing musical instruments.	A. Understands performance skills and appropriate playing techniques (e.g., bowing, fingering, embouchure, rudiments) for a range of instruments (e.g., band, orchestral, classroom). B. Understands proper health techniques to use during instrumental rehearsals and performances (e.g., posture, hand position, instrument maintenance). C. Selects appropriate instrumental literature to enhance technical skills and provide musical challenges. D. Understands standard terminology used in communicating about students' musical skills and performances. E. Knows how to offer meaningful prescriptions for correcting performance problems and errors (e.g., intonation, vibrato, articulation, tone production) and understands the constructive use of criticism when evaluating musical skills or performances.

Domain V- Music Education

Competency	Outcome
Competency 001- The teacher applies standard terminology to describe and analyze various elements in a musical recording.	A. Interprets music symbols and terms aurally (e.g., dynamics, embellishments, articulation, tempo markings), identifies specific melodic and harmonic intervals and recognizes scales and pitch collections (e.g., modal, major, minor, pentatonic, whole-tone). B. Identifies different rhythms and meters and interprets rhythmic and melodic phrases aurally (e.g., syncopation, hemiola, augmentation, contour, sequence, repetition). C. Recognizes and describes the melody, harmony and texture of a musical work (e.g.,

Competency	Outcome
	modal, tonal, atonal, ostinato, doublings, melody and countermelody). D. Analyzes chordal structures (e.g., major, minor, dominant seventh, diminished seventh), harmonic progressions, cadences (e.g., authentic, half, deceptive, plagal) and harmonic textures (e.g., polyphonic, homophonic, monophonic).
Competency 002- The teacher recognizes and describes music of diverse genres, styles and cultures in a musical recording.	A. Recognizes and demonstrates knowledge of major periods, styles and individuals in the history of music and their significance (e.g., Middle Ages, Renaissance, Baroque, Classical, Romantic, Modern).
Competency 004- The teacher knows how to read, write and interpret standard music notation.	A. Knows standard music terminology and identifies and interprets music symbols and terms from notation (e.g., dynamics, embellishments, articulation markings, tempo markings). B. Recognizes clefs, keys and meters; recognizes scales and pitch collections (e.g., modal, major, minor, pentatonic, whole-tone); identifies specific melodic and harmonic intervals; and identifies different rhythms and meters. C. Reads melodies in various modes and tonalities; interprets rhythmic and melodic phrases from notation; and reads music that incorporates complex rhythmic patterns in simple, compound and asymmetric meters. D. Recognizes and describes melody, harmony and texture of a musical work (e.g., modal, tonal, atonal, ostinato, doublings, melody and countermelody). E. Analyzes chordal structures (e.g., major, minor, dominant seventh, diminished seventh), harmonic progressions, cadences (e.g., authentic, half, deceptive, plagal) and harmonic textures (e.g., polyphonic, homophonic, monophonic)
Competency 005- The teacher understands methods and techniques of musical composition and improvisation and knows how	B. Analyzes compositional devices (e.g., repetition/contrast, delayed resolution, augmentation/diminution, fugue, tone row,

Competency	Outcome
to arrange music for specific purposes and settings.	ostinato) and applies knowledge of music forms (e.g., binary, ternary, rondo, concerto, opera, twelve-bar blues).
Competency 012- The teacher knows how to provide students with learning experiences that enhance their musical knowledge, skills and appreciation.	A. Demonstrates awareness of the importance of helping students develop music skills that are relevant to their own lives and of providing students with a level of musical self-sufficiency that encourages lifelong enjoyment of music. C. Demonstrates knowledge of various music and music-related career options and knows how to promote music as an integral element in students' lives, whether as a vocation or as an avocation. E. Knows how to integrate music instruction with other subject areas and analyzes relationships among the content, concepts and processes of music, the other fine arts and other subjects.

EC-12 Music Standards in this course

Standard	Specifics
Standard I: The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.	1.2k how to demonstrate musical artistry both through vocal or instrumental performance and by conducting vocal or instrumental performances*. 1.1s Identify and interpret music symbols and terms*; 1.2s Perceive performance problems and detect errors accurately*; 1.3s Identify vocal and instrumental sounds*; 1.7s Use appropriate techniques of musical performance for instruments and voice*;

Standard	Specifics
Standard III: The music teacher has a comprehensive knowledge of music notation.	3.1k how to read, recognize aurally, and interpret music notation*; and 3.1s Read and write standard music notation*; 3.2s Recognize clefs, keys, and meters*; 3.3s Interpret rhythmic and melodic phrases both aurally and from notation*; 3.4s Interpret music symbols and terms both aurally and from notation*; 3.5s Sight-read simple melodies in various modes and tonalities*; and 3.6s Read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters*.
Standard IV: The music teacher creates and arranges music.	4.1k how to arrange music for specific purposes and settings. 4.1 s Arrange vocal and instrumental music for specific purposes and settings.