

**Music 1601 Section 102**  
**Elementary Sight-Singing and Ear Training 1**  
**Fall 2023 Syllabus**  
**Midwestern State University**

	Instructor Course Information
Instructor	Dr. Susan Harvey
Time	TR 3:30pm – 4:20pm
Place	Fain Fine Arts C117C
Email	susan.harvey@msutexas.edu
Office	C117O
Office Hours	TBA 5 hours in office Plus 5 hours for appointments
Phone	930-397-4916

**Course Description**

This course is designed to develop your musicianship skills. Students demonstrate competence through various activities inclusive, but not limited to singing, moving, listening, composing, improvising, and reading musical notation.

**Course Objectives**

1. To develop musicianship skills
2. To audiate and sing melodies in both bass and treble clefs
3. To understand and use a rhythm system for both duple and triple
4. To develop ability to audiate and sing bass lines
5. To sing in major tonality
6. To dictate rhythmic and melodic patterns
7. To improvise melodically and rhythmically
8. To develop ability to hear and demonstrate understanding of harmonic structure

**Required Textbooks and Materials**

*Music for Sight Singing* (10<sup>th</sup> Edition), Nancy Rogers & Robert Ottman, 2019

*Rhythm Bible* (without CD), Dan Fox

Tuning Fork A=440

Tuning forks can be purchased at the local music store, west music (online) or on amazon:

[https://www.amazon.com/Wittner-BHBU0503A299-Tuning-Fork/dp/B000BKSSNK/ref=sr\\_1\\_2?crd=19XLCGBTDIEWG&keywords=wittner+tuning+fork&qid=1661103855&srefix=wittner+tuning+fork%2Caps%2C117&sr=8-2](https://www.amazon.com/Wittner-BHBU0503A299-Tuning-Fork/dp/B000BKSSNK/ref=sr_1_2?crd=19XLCGBTDIEWG&keywords=wittner+tuning+fork&qid=1661103855&srefix=wittner+tuning+fork%2Caps%2C117&sr=8-2)

Make sure it is A=440.

**Attendance**

Students participate in daily group and individual activities. Activities are cumulative in organization, building on previously learned concepts. Therefore, attendance is crucial to personal development. Students may miss class twice without a final grade reduction. Each absence that exceeds the allotted absences reduces the final grade by one letter grade. Tardies count toward absences. Students who arrive ten minutes late will be marked absent from class.

**Nonparticipation in class equals one absence for each occurrence.** Class participation includes all classroom activities (singing, moving, rhythm activities, improvisation, chording, etc.).

The instructor may drop a student from the course for excessive absences (5 or more).

**Students Expectations/Conduct**

Students are required to participate in all class activities. Students are to practice assigned material in preparation for each class.

Students are to conduct themselves in a professional manner so that all students may learn without distraction or disruption. This includes cell phones turned off and no texting.

College students are adults and are expected to behave accordingly. Classroom behavior that interferes with either the instructor's ability to conduct class or the ability of the other students to benefit from instruction will result in the instructor's removing the disruptive student(s) from class, either temporarily or permanently (instructor drop), and receive a final lower grade, up to and including an F. In addition, and depending on the nature of the behavior or conduct, the student(s) may be subject to further disciplinary actions as per MSU policies.

**Cell Phones and Other Recording Devices**

The use of cell phones and other recording or electronic devices is strictly prohibited during class. The instructor may direct, from time to time, on the possible use of cell phones for legitimate class reasons. Recording the class is prohibited, unless it is part of a reasonable accommodation under ADA, or by obtaining written consent by the instructor.

**Special Needs**

If a student needs class accommodation(s) because of a documented disability, (2) has an emergency medical condition that may interfere with class performance, or (3) requires special handling in case the building must be evacuated, he/she is encouraged to contact the office of Disability Support Services in room 168 Clark Student Center 940(397-4140) and make an appointment with the professor as soon as possible.

**Grading Scale**

%	Letter Grade
90-100	A
80-89	B
70-79	C
60-60	D
59-below	F

## Course Evaluation

%	Assignments
100	Performance Opportunities (Tests – Ear Training Competencies) They will be a combination of rhythmic, harmonic, and melodic competencies. This includes in-class quizzes.

### Academic Changes:

The instructor reserves the right to adjust or cancel grading ranges, assignments, reports, projects, exams, assignments dates, due dates, and other as the course progresses; and to modify, extend, or correct the present syllabus by providing students with a three days' notice, or shorter in case of emergencies.

### Performance Opportunities

Students demonstrate skills through demonstrating competencies, totaling a minimum of 10. Students may submit most Performance Opportunities by sending a video of the skill or by scheduling an appointment with Dr. Harvey. Some Performance Opportunities will be designated in-person.

Performance opportunities are split half rhythmic and half melodic. Students need to average a 'C' for both rhythmic and melodic competencies to pass the class with a 'C'.

### Covid-19: Vaccines and Face Coverings:

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

In the event of testing positive for Covid, contact Dr. Harvey. She may zoom class for you and/or work with you to make up missed work.

### Classroom Cleaning Protocols

Each classroom on campus has cleaning protocols. Students in the Department of Music are encouraged to follow cleaning protocol before and after class. Students will be taught cleaning protocols and will have time allotted to clean their area at the end of class.

### D2L

All handouts and other information will be available through MSU Texas D2L and the gradebook in D2L will be enabled. Students are expected to understand how to navigate D2L.

If you experience problems with D2L, please let me know as soon as possible. In addition, the D2L page has a "Report A Problem" function on the top navigation bar as well as a FAQ function in the middle of the page on the right.

**Office Hours:**

Dr. Harvey has five scheduled office hours to meet with her. Requesting a meeting during office hours is preferred to ensure her availability. If you are unavailable to meet during those times, she has five flexible hours to coordinate a meeting. Meetings can be in-person, via phone, zoom, or facetime. You may call her office during scheduled office hours. However, she may not answer if she is meeting with a student.

**Special Needs**

If a student needs class accommodation(s) because of a documented disability, (2) has an emergency medical condition that may interfere with class performance, or (3) requires special handling in case the building must be evacuated, he/she is encouraged to contact the office of Disability Support Services in room 168 Clark Student Center 940(397-4140) and make an appointment with the professor as soon as possible

**Privacy Statement**

Midwestern State University adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA). Federal law prohibits the instructor from releasing information about students to parties outside the university without the signed consent of the student. Thus, in almost all cases the instructor will not discuss a student's academic progress or other matters with his/her parents without the proper release from students.

**Academic Dishonesty**

Academic dishonesty including plagiarism and giving or receiving unauthorized assistance is prohibited. Plagiarism is (1) the use of source material of other persons (either published or unpublished, including the Internet) without following the accepted techniques of giving credit or (2) the submission for credit of work not the individuals to whom credit is given. If a student in the class plagiarizes material, appropriate disciplinary action will be taken. The Student Honor Creed developed and adopted by the MSU Student Government reinforces the discouragement of plagiarism and other unethical behaviors. The first statement of the creed reads, "As an MSU student, I pledge not to lie, cheat, steal, or help anyone else do so." Plagiarism is lying, cheating, and stealing.

**Social Justice**

Social justice is one of Midwestern State University's stated core values, and the professor considers the classroom a place where students are treated with respect as human beings, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Moreover, diversity of thought is appreciated and encouraged, provided the students can agree to disagree. The professor's expectation is that ALL students consider the classroom a safe environment.

**Campus Carry**

Senate Bill 11 passed by the 84<sup>th</sup> Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at [MSU Campus Carry Rules](#).

**Elementary Sight Singing and Ear Training 1**  
**Weekly Schedule Fall 2023**

**Week 1 August 28**

Counting System  
Solfège with Curwen Hand Signs

**Week 2 September 5**

Singing Patterns: Pentatonic Scales  
Patterns for Singing: Trichords  
Rhythm Bible: N/A  
Ottman: 1.25, 2.1

**Week 3 September 11**

Performance Opportunity: Rhythm Duet  
Rhythm Bible: pages 14-21  
Ottman: Page 4-5 rhythm  
Chapter 2 pages 15-20 scalewise major treble clef and bass clef melodies

**Week 4 September 18**

Performance Opportunity: Pentatonic Intervals up and down  
Patterns for Singing: trichords, pentatonic intervals, major scale intervals  
Rhythm Bible: pages 22-24  
Ottman: page 49-51 rhythm;  
Chapter 2 pages 15-20 scalewise major treble clef and bass clef melodies

**Week 5 September 25**

Performance Opportunity: Chapter 2 melody  
Patterns for Singing: tetrachords, major scale intervals, major scales in thirds  
Rhythm Bible: pages 25-27  
Ottman: page 52-53 Rhythm Duet  
Chapter 2 add pages 20-23

**Week 6 October 2**

Patterns for Singing: tetrachords, major scale intervals, major scales in thirds  
Rhythm Bible: pages 28-30  
Ottman: TBA

**Week 7 October 9**

Patterns for Singing: tetrachords, major scale intervals, major scales in thirds  
Rhythm Bible: pages 31-32  
Ottman: TBA

**Week 8 October 16**

Performance Opportunity: Scales in Thirds

Rhythm Bible: page 33-35

Ottman: TBA

**Week 9 October 23**

Rhythm Bible: pages 36-37

Ottman: Chapter 4 pages 53-60 reading in compound meter

**Week 10 October 30**

Performance Opportunity: Major Scale Intervals

Rhythm Bible: 42-43

MLT Harmonic Patterns

Ottman: TBA

**Week 11 November 6**

Rhythm Bible: pages 44-45

Ottman: TBA

**Week 12 November 13**

Rhythm Bible: pages 46-47

Ottman: TBA

**Week 13 November 20**

Performance: Major Scale Chords

Rhythm Bible: pages 48-49

Ottman: TBA

**Week 14 November 27**

MLT Harmonic Patterns

Ottman: TBA

**Week 15 December 4**

Rhythm Bible: Pages 50-51

Ottman: Review Chapter 3 melodies for final exam

**Week 16 Final Exam**

Ottman: Chapter 3 Melody

Tuesday, December 12, 3:30pm - 5:30pm

TBA assignments will be designated based on skill acquisition.

**Appendix A  
Standards/Frameworks**

Domain/ Competencies	Activities/Assignments/Projects
<b>SBEC EC-12 Music Domain I: Listening</b> <i>Competency 001: The teacher applies standard terminology to analyze various elements in a musical recording.</i>	
A. Interprets music symbols and terms aurally (e.g., dynamics, embellishments, articulation, tempo markings), identifies specific melodic and harmonic	Students: sing melodies in major including scalewise and intervals with the I and V chords; sing minor melodies including scalewise and intervals with the i and V chords; sing minor scales (natural, harmonic, and melodic); take melodic dictation; and sing bass lines to prepare recognizing music symbols aurally.
B. Identifies different rhythms and meters and interprets rhythmic and melodic phrases aurally (e.g., syncopation, hemiola, augmentation, contour, sequence, repetition).	Students chant and read rhythms in simple, compound, and mixed meter to prepare for aural identification. Students participate in rhythmic dictation to aurally identify rhythms in simple and compound.
C. Recognizes and describes the melody, harmony and texture of a musical work (e.g., modal, tonal, atonal, ostinato, doublings, melody and countermelody).	Students: sing melodies in major keys; minor scales (natural, harmonic, and melodic); identify I and V chords in major; identify I and V chords in minor; and sing bass lines to for chord progressions I I V I, I I V I, i i V i to prepare recognizing music symbols aurally.
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).	Students sing: major and all forms of the minor scales; major, minor, and diminished broken triads; triads of chord progressions.
<b>SBEC EC-12 Music Domain II: Music Theory and Composition</b> <i>Competency 004: The teacher knows how to read, write, and interpret standard music notation.</i>	
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.	Students: sing melodies in major keys for treble, bass, alto, and tenor clefs; sing minor scales (natural, harmonic, and melodic); sing major scale intervals; take melodic and rhythmic dictation; and sing bass lines.
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.	From written music, students: sing melodies in major keys treble, bass alto and tenor clefs; sing minor scales (natural, harmonic, and melodic); sing major scale intervals; take melodic and rhythmic dictation; and sing bass lines.
D. Recognizes and describes melody, harmony and texture of a musical work (e.g.,	Students sing modes, ostinatos, melody, and learn what a countermelody is.

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)	Students sing: major, minor, and diminished broken triads; triads of chord progressions; and create chorales based on chord progressions (singing them).
SBEC EC-12 Music Domain II: Music Theory and Composition <i>Competency 005: The teacher understands methods and techniques of musical composition and improvisation and knows how to arrange music for specific purposes and settings.</i>	
C. Knows how to improvise melodically, rhythmically and harmonically (e.g., question and answer, variation, twelve-bar blues).	Students create chorales based on chord progressions and sing them; and improvise rhythms through rhythm activities.
SBEC EC-12 Music Domain IV: Music Classroom Performance <i>Competency 009: The teacher demonstrates knowledge of methods and techniques for playing musical instruments..</i>	
D. Understands standard terminology used in communicating about students' musical skills and performances.	Assessments include comments for students and the form includes music terminology. Students are asked at times to rate their own performance - what went well and what would they change.
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.	Students are provided constructive feedback and they practice this in class through self-assessment of group activities.