MUSI-120A: AURAL SKILLS I

Effective Term
Fall 2024

CC Approval
11/17/2023

AS Approval
12/12/2023

BOT Approval
12/14/2023

COCI Approval
04/01/2024

SECTION A - Course Data Elements

CB04 Credit Status
Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Music (Master's Degree)	

Subject Code
MUSI - Music
Course Number
120A

Department
Music (MUSI)

Division
Arts and Humanities (ARAH)

Full Course Title
Aural Skills I

Short Title
Aural Skills I

CB03 TOP Code
1004.00 - Music

CB08 Basic Skills Status
NBS - Not Basic Skills

CB09 SAM Code
E - Non-Occupational

Rationale
Changing the title to more accurately reflect the nature of the course. Intended as a companion to MUSI 121 Music Theory I. K-12 programs often call a course similar to MUSI 121 Music Theory "Musicianship." Students often get confused by the nomenclature, thinking the course is redundant.

SECTION B - Course Description

Catalog Course Description
This course applies and develops the rhythmic, melodic, and harmonic materials of Music Theory I through ear training, sight singing, analysis and dictation.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit
No

Repeatability
Not Repeatable

Grading Options
Letter Grade or Pass/No Pass

Allow Audit
Yes

Requisites

Advisory Prerequisite(s)
Completion of MUSI-110 with a minimum grade of C.

Advisory Corequisite(s)
Concurrent enrollment in MUSI-121.

SECTION D - Course Standards

Is this course variable unit?
No

Units
1.00000

Lecture Hours
9.00

Lab Hours
27.00

Outside of Class Hours
18

Total Contact Hours
36

Total Student Hours
54

Distance Education Approval

Is this course offered through Distance Education?
Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content

Student Learning Outcomes

	Upon satisfactory completion of the course, students will be able to:
1.	Hear, identify and manipulate with fluency in sound and notation the elements of music such as rhythm, melody, harmony, structure, timbre, and texture.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1.	Prepare and sight-sing major and minor melodies including: common melodic patterns (arpeggios, passing and neighboring tones), and melodic leaps with primary triads.
2.	Analyze and describe melodic phrase structure.
3.	Notate melodic/rhythmic dictation in major and minor keys, using a variety of tempi and meter signatures.
4.	Aurally identify tendency tones and melodies in a harmonic context.
5.	Aurally identify intervals up to an octave, ascending and descending.
6.	Aurally identify triads, dominant seventh chords and inversions.
7.	Perform and notate rhythmic patterns, using a variety of tempi and meter signatures.
8.	Perform single line rhythm and sight-singing exercises while conducting.
9.	Recognize and correct errors of rhythm, pitch and/or solfeggio in musical examples.
10.	Sight-sing melodic patterns using the number and solfeggio systems: movable and fixed "do."
11.	Demonstrate understanding of octave designation using U.S. Standards System.

Course Content
1. Notation
    a. Staff
        i. Treble
        ii. Bass
    b. Musical signs and symbols
    c. Key and time signatures
    d. Tempo markings
    e. Dynamic markings
2. Aural Recognition
    a. Pitch and rhythm
    b. Interval structure
    c. Scales
        i. Major
        ii. Minor
    d. Melodic patterns (including leaps within the primary triads)
    e. Rhythmic patterns
    f. Triads
        i. Major
        ii. Minor
        iii. Augmented
        iv. Diminished
    g. Melodic structure
        i. Phrases
        ii. Melodic period
        iii. Extended period
        iv. Sequence
3. Perform
    a. Clap, tap rhythmic notation
    b. Sight-sing notational exercises
        i. Number system
        ii. Movable "do" solfeggio system
        iii. Fixed "do" solfeggio system
    c. Sight-sing intervals -- ascending, descending

      i. Perfect: 1, 4, 5, 8
     ii. Major: 2, 3, 6, 7
    iii. Minor: 2, 3, 6, 7
    iv. Augmented: 4 (tritone)
     v. Diminished: 5 (tritone)
  d. Sight-sing arpeggiated triads/dominant seventh chords
  e. Conduct basic beat patterns
4. Dictation
  a. Pitch (featuring leaps within the primary triads)
  b. Rhythm (variety of tempi/meter)

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Lab	Computer lessons
Lecture	Use computer, online, and CD examples to enhance lecture
Discussion	Peer discussions on musical concepts and training methods
Other	Written and oral critiques: individual and group
Other	Sight singing and dictation
Observation and Demonstration	Sing and play musical examples using piano keyboard, CDs, and voice for demonstration.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
Discussion Boards
E-mail Communication
Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
Discussions
Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Class Participation	Sight-reading rhythmic examples as a group.
Exams/Tests	Demonstrating understanding of intervals by recognizing and identifying appropriately.
Homework	Work on scale performances in solfège syllabus and be ready to demonstrate in class.

Assignments

Reading Assignments

1. Sight read key of C pages in the Melodia book 1, preparing to perform for class using a variety of tempi.

2. Read Chapter 3 (intervals from the tonic triad, major keys) from the Robert Ottman book, Music for Sight Singing, in preparation for identifying and writing them for next class period.

Writing Assignments

1. Sing major scale using movable solfeggio system.

2. Identify minor second intervals from instructor handout and sing intervals using movable solfeggio system.

SECTION F - Textbooks and Instructional Materials

Material Type
Textbook

Author
Sol Berkowitz

Title
A New Approach to Sight Singing

Edition/Version
7th Edition

Publisher
W. W. Norton & Company

Year
2024

ISBN #
1324071567

Proposed General Education/Transfer Agreement

Do you wish to propose this course for a Local General Education Area?
No

Do you wish to propose this course for a CSU General Education Area?
No

Do you wish to propose this course for a UC Transferable Course Agreement (UC-TCA)?
Yes

Do you wish to propose this course for an IGETC General Education Area?
No

Course Codes (Admin Only)

ASSIST Update
Yes

C-ID Approval Dates

C-ID Descriptor	Approval Date
C-ID MUS 125	9/11/2013

CB00 State ID
CCC000079106

CB10 Cooperative Work Experience Status
N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status
Y - Credit Course

CB13 Special Class Status
N - The Course is Not an Approved Special Class

CB23 Funding Agency Category
Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No

Reviewer Comments

Stacey Howard (showard) (Thu, 12 Oct 2023 18:48:29 GMT): Proposed title change to Aural Skills 1 does not align to C-ID title. Titles may change once CCN goes into effect (this is unknown). No impact to articulation at this time.

Molly Hodgins (molly.hodgins) (Thu, 02 Nov 2023 07:46:58 GMT): Hi Christina, This looks great, but I do have a few suggestions. Would it be possible to leave the word "Musicianship" in the course title for alignment with other college systems? Something like Aural skills in Musicianship or similar . I just couldn't find the term "Aural skills" used in course titles at other colleges. Would music students be more familiar with the term Aural than other students? It isn't a common word. For the course catalog description I would recommend dropping the "This course" and going straight to "Application and development of the rythmic..." In Methods of Instruction, the Lecture Methods ("Use computer, online, and CD examples to enhance lecture") seem a bit outdated and unclear. Also this doesn't make much sense for the online adaptation as presumably the whole thing is online and using computer technology. Can you update this section? Lastly, for the Assignments section: Reading Assignments, I suggest changing an assignment to match the texbook listed, the Sol Berkowitz book. Best wishes.