



formal templates, and the many forms of chromaticism in music of the Classical and Romantic periods. Course work will include music writing and analysis in these subjects and attendance at live performances.

### **III. Statement of Course Need**

**A.** This course is the third of four semesters of music theory study required in music major curriculums. Music Theory I-IV and Musicianship I-IV are core requirements in all these degree programs and are taken as corequisites and in sequence. They form the foundation of a musician's skills and literacy, and are, in addition to a student's performance audition, the placement testing focus for transferring music students to a four-year program.

**B.** Course transferability: Based on evaluations at the [njtransfer.org](http://njtransfer.org) website, Music Theory and Musicianship courses transfer as the equivalent theory program for Associate and Bachelor degrees in the Arts and Fine Arts.

### **IV. Place of Course in College Curriculum**

- A. Free elective
- B. This course serves as a studio arts elective for AA Liberal Arts Majors
- C. This course serves as a program requirement for the AFA Music degree.
- D. To see course transferability for New Jersey colleges and universities, go to the NJ Transfer website, [www.njtransfer.org](http://www.njtransfer.org); for other colleges and universities, go to the individual college website.

### **V. Outline of Course Content**

- A. Secondary Dominant Chords
- B. Modulation to closely related keys
- C. The Fugue
- D. Modal Mixture
- E. Chromatic approaches to the Dominant: Neapolitan 6<sup>th</sup> chords, and augmented 6<sup>th</sup> chords.
- F. The Classical Period (1750-1825), including Variation Technique, sonata form, and rondo form.
- G. Modulation to distant keys.
- H. Extended and Chromatic Harmony, including altered chords and chromatic mediants.
- A. properties of sound

### **VI. General Education and Course Learning Outcomes**

#### **A. General Education Outcomes**

The student will:

Demonstrate orally and in writing, the identification, analysis and integration of the elements of music and the characteristics of musical styles. (GE-NJ 1, 6, \*)

## **B. Course Learning Outcomes**

The student will be able to:

1. apply theories of melody, harmony, rhythm, texture, dynamics and form to the study, analysis and performance of a wide variety of musical compositions.
2. analyze and differentiate stylistic elements of musical compositions.
3. write musical examples and short compositions to illustrate certain techniques and parameters of musical composition.

(\* embedded critical thinking)

## **C. Assessment Instruments**

1. written homework and composition assignments
2. quizzes and examinations

## **VII. Grade Determinants**

- A. Examinations and graded homework
- B. Timely completion of all assigned homework and written reports
- C. Attendance and classroom participation

Formats, modes and methods that may be used for teaching and learning:

- A. lecture/discussion
- B. individual work with the instructor
- C. small-group work

## **VIII. Texts and Materials**

- A. **Text:** (such as) *Musician's Guide to Theory & Analysis* (3<sup>rd</sup> Edition), Clendinning & Marvin, W.W. Norton & Co., Inc., 2016

(Please note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC bookstore is the sole resource for the most up-to-date information about textbooks.)

- B. Materials: manuscript paper, pencil

## **IX. Resources**

- A. Soundproof classroom equipped with piano
- B. Stereo and media systems
- C. Electronic keyboard studio utilized for homework and related keyboard assignments

## **X. Honors Options**

Definition: According to the Honors Council, an Honors course is one that enriches and challenges students beyond a course's regular scope and curriculum. An Honors course will offer a sophisticated use of research, introduce intellectually stimulating readings and critical perspectives, promote a higher level of critical discussion and written work, and encourage independent study projects, at the option of the instructor.

1. **Prerequisite:** GPA of 3.5 or permission of the instructor

2. **General Education and Course Learning Outcomes**

In addition to the education goals and learning outcomes in Roman numeral VI. A and B listed above, students should be able to:

- a. Apply understanding of chromatic harmony and hierarchical function to detailed, multi-layered analyses of works in the classical tradition.
- b. Compose works modeled on pre-existing works in the classical tradition, by creating new details applied to the works' deeper structural layers.
- c. Present his/her work to the class.

3. **Honors Option Content**

Students who participate in the Music 211 Honors Option must complete 2 additional assignments.

- a. A paper containing a detailed harmonic and structural analysis of a predetermined work.
- b. A composition modeling assignment based on the same pre-determined work.

4. **Assessment Instruments for Honors Option Work**

Honors Option students will be assessed for their ability to deliver the additional required assignments. In particular they must:

- a. Demonstrate understanding of the structural and harmonic concepts covered in the course.
- b. Demonstrated command of the structural, harmonic and contrapuntal concepts covered in previous semesters of Music Theory (MUSC 111, MUSC 112)

5. **Grade Determinants for Honors Option Work**

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- a. paper
- b. composition
- c. presentation of work to class

6. **Extra Resource Materials for the Honors Option**

In addition to the suggested textbook above, students may need to use:

- a. scores and recordings of the work(s) chosen for analysis and modeling assignment.