I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

MUST 120 - Music Theory Review 1 Unit(s)

Advisories: Before enrolling in this course, students are strongly advised to have successfully completed MUST 101 or MUST 102, or have had at least two years of high school or community ensemble performance experience; and have declared music as their major.

Designed to prepare music majors for the required music theory sequence; review of fundamentals of music theory; rhythmic and pitch notation; terminology, diatonic intervals, triads, inversions, figured bass, Roman numeral analysis. A-F and CR/NC. Applicable to the Associate Degree. Transfer to CSU and UC.

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

1. RHYTHM
   1. Duration Value
   2. Simple and Compound Meter
      1. Division of the Beat
      2. Rhythmic Syllables
   3. Tempo, Dynamics, Expression and Articulation Terms

2. PITCH
   1. Letter Names and Accidentals
      1. Keyboard
      2. Staff and Clefs
   2. Scales
      1. Degrees
      2. Types (M, Nm, Hm, Mm)
      3. Step Sequence (whole/half steps)
      4. Solfege Syllables and Alterations
   3. Key Signatures
4. Intervals
   1. Simple/Compound
   2. Generic/Specific
   3. Consonant/Dissonant
   4. Inversions

3. TONAL MUSIC
   1. Traditional Western Art Music and Stylistic Periods: Baroque, Classical, Romantic (m.c.)
   2. Triads
      1. Major, Minor, Diminished, Augmented
      2. Inversions
      3. Figured Bass
      4. Roman Numeral Analysis
   3. Seventh Chords
      1. Dominant, diminished, half-diminished, major, minor
      2. Inversions
      3. Figured Bass
      4. Roman Numeral Analysis

2. ENROLLMENT RESTRICTIONS
   1. Advisories:
      Before enrolling in this course, students are strongly advised to have successfully completed MUST 101 or MUST 102, or have had at least two years of high school or community ensemble performance experience; and have declared music as their major.

3. HOURS OF INSTRUCTION PER TERM

<table>
<thead>
<tr>
<th>Prorated Hours and Units</th>
<th>TYPE of HOURS</th>
<th>TERM HOURS</th>
<th>UNITS EARNED</th>
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<td>Lecture/Discussion</td>
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<td>1</td>
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<tr>
<td>Total Units Earned:</td>
<td></td>
<td>1</td>
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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
Face-to-face education -

1. Lecture
2. Demonstration at the piano
3. Presentation of audio excerpts
4. Discussion
5. Guided performance of excerpts

5. TYPICAL ASSIGNMENTS

A. Quality: Assignments require the appropriate level of critical thinking

1. Given the following chorale by Bach, generate pitch content and use figured bass and Roman numerals to analyze each chord.
2. Given the following bass line and figured bass notation, realize the figured bass in four-voiced, open-position, block chords. Be sure to double the root of each chord.

B. Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

1. Daily homework assignments
2. Preparation for weekly quizzes
3. Preparation for two exams

6. TEXTS AND OTHER READINGS

Comments: This text will be used for the entire theory sequence.

B. Other reading material:

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

apply basic concepts in music theory. Designed to address the needs of musicians who need to "brush up" on music theory prior to enrolling in the music theory sequence, this course will review the fundamentals of music theory.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

Upon satisfactory completion of this course, the student will be able to:

1. Read and write music
2. Identify and label all key signatures
3. Identify and write all diatonic scales (M, Nm, Hm, Mm)
4. Identify and label all diatonic intervals and inversions
5. Identify and label all triads and their inversions
6. Realize figured bass
7. Use Roman numerals to analyse harmonic progressions

IV. METHODS OF MEASURING STUDENT PROGRESS

   **A. FORMATIVE ASSESSMENT:**
   1. Homework assignments
   2. Quizzes
   3. Discussion
   4. In-class guided performance

   **B. SUMMATIVE ASSESSMENT:**
   1. Quizzes
   2. Exams