



MUT 1122: Music Theory and Musicianship 2 Labs 0011 and 0013

University of Central Florida School of Performing Arts

This lab syllabus is a supplement to the lecture syllabus. 40% of your MUT1122 course grade is based on the lab.

Instructor: Dr. David MacDonald
Email: David.MacDonald@ucf.edu
Class Meetings:

- Sec. 0011: T/Th 8:00–8:50a, M263
- Sec. 0013: T/Th 10:00–10:50a, M260

Office: PAC M230
Office Hours: Mon/Tue 1:30–3:30p; Tue/Thu 9:00–10:00a
Term: Spring 2018

Course Description

This course is the second semester of a four-semester music theory program. It provides an introduction to the study of tonal music through the exploration of melody, rhythm, harmony, and musical form. Lab sections emphasize **aural skills**.

Course Objectives

The general goal for the music theory sequence is to develop an informed and intelligent approach to the perception and creation of tonal and atonal music.

This lab will help you develop aural skills that relate to material encountered in Music Theory 1: hearing and understanding musical relationships accurately and meaningfully. We will cover traditional skills of dictation and sight singing, as well as other related activities.

Individual progress in a skill-oriented course such as this depends greatly on patience, practice, attendance, participation, and willingness to listen carefully and critically to others and to oneself. It is crucial that we all **participate and support each other's efforts** during the class.

In MUT 1122 this term, lab students will develop the ability to perform and/or identify compound intervals, rhythms that include irregular divisions of the beat, syncopation, major and minor melodies with prominent leaps, isolated seventh chords, chord inversions, and all diatonic chord functions.

Required Materials (Lab):

- Benjamin, Thomas, Michael Horvit, and Robert Nelson. *Music for Sight Singing*. 6th Edition, Boston, MA: Schirmer, 2013.
- Horvit, Michael, Timothy Koozin, and Robert Nelson. *Music for Ear Training*. 4th Edition, Boston, MA: Schirmer, 2013.
- Staff paper, pencil, and eraser (not pen!)

Webcourse

The webcourse for this MUT 1122 lab is available by logging in to MyUCF, or directly at webcourses.ucf.edu. You will find regular homework assignments in the Webcourse. It is your responsibility to check there for new and updated information.

Please submit all homework on Webcourses as PDFs scanned from your handwritten work.

Grading

Your semester grade in MUT 1122 will be weighted at 60% from the lecture and 40% from the lab. Please refer to the lecture syllabus for the details of the lecture grades. The lab portion is divided as follows, *within the 40% lab grade only*.

- **75% Ear training and sight singing tests:** Three of these tests will be given throughout the semester. Tests may include interval recognition, rhythmic dictation, melodic dictation, harmonic dictation, chord recognition, rhythm performance, sight singing, and prepared singing.
- **25% Ear training homework and in-class assignments:** Ear training assignments will be posted on a regular basis to the webcourse. The assignments will come from the ear training textbook. Specifics such as due dates, grading procedures, rubrics, etc. will be included in the webcourse. The melodies and rhythms listed in the lab schedule should be prepared weekly for lab performance. Students will be called on randomly to demonstrate their preparation of the appropriate exercises. Also, lab instructors might randomly collect in-class dictations. Prepared melodies, rhythms, and in-class assignments (dictations) will be graded simply as **full credit**, **half credit**, or **no credit**.

Attendance

Students are allowed two unexcused absences throughout the semester. A student's final lab grade will drop three points for each unexcused absence beyond two.

Make-up tests

Make-up tests are *only* allowed in cases involving medical or family emergencies. It is a student's responsibility to contact the instructor about making up a test. If allowed, all make-up tests will be scheduled as soon as

possible after the original test date, no more than one week later (unless the circumstances of the emergency preclude it).

Grade scale

A	92 - 100	B-	80 - 81
A-	90 - 91	C+	78 - 79
B+	88 - 89	C	72 - 76
B	82 - 86	C-	70 - 71

D+	68 - 69
D	62 - 67
D-	60 - 61
F	0 - 59

Student Responsibilities

Students are strongly encouraged to keep a consistent study routine for this course. The homework assignments mandate some outside work; but, additional study will be necessary for some students to feel comfortable with the material.

Please come by my office at any time throughout the semester if you are having any difficulty. I am happy to offer additional assistance and guidance. If you are unable to come by during my office hours, I am happy to schedule an appointment.

Student Conduct

Students should conduct themselves at all times in accordance with UCF's [Golden Rule](#) and its accompanying rules of conduct. I will assume for this course that you will adhere to the academic creed of this university and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. Please do not ask or expect me to change your grade illegitimately, or to bend or break rules for one person that will not apply to everyone. Please refrain from using your phone in class.

Course Accessibility Statement

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Notice: This syllabus provides a general overview of the expectations and schedule for this course. I reserve the right to make alterations to the course syllabus and/or schedule if I deem them beneficial or necessary.

Lab Schedule

Units correspond with both the Ear Training and Sight Singing textbooks. The prepared melodies and rhythms for each week come from the SS book. Regular ear-training assignments will be posted to the webcourse.

- Week of 8 Jan: Review, Units 6-7
 - Come as you are.
- Week of 15 Jan: Units 6-7
 - melodies: pp. 70-71 (nos. 9-22)
 - rhythms: Unit 6
- Week of 22 Jan: Units 6-7
 - melodies: pp. 74-75 (nos. 6-15)
 - rhythms: Unit 6
- Week of 29 Jan: Units 6-7
 - melodies: pp. 76-77 (nos. 16-24)
- Week of 5 Feb: **ET/SS Test 1**

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- Week of 12 Feb: Units 8-9
 - melodies: pp. 97-99 (nos. 1-8)
 - rhythms: Unit 8
 - Week of 19 Feb: Units 8-9
 - melodies: pp. 99-100 (nos. 9-16)
 - rhythms: Unit 8
 - Week of 26 Feb: Units 8-9
 - melodies: pp. 111-112 (nos. 1-12)
 - rhythms: Unit 9
 - Week of 5 Mar: Units 8-9
 - melodies: pp. 112-113 (nos. 1-8)
 - rhythms: Unit 9
 - Week of 12 Mar: **SPRING BREAK**
 - Week of 19 Mar: **ET/SS Test 2**

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- Week of 26 Mar: Units 10-11
 - melodies: pp. 128-129 (nos. 1-6)
 - rhythms: Unit 11

- Week of 2 Apr: Units 10–11
 - melodies: pp. 129–130 (nos. 1–10)
 - rhythms: Unit 11
- Week of 9 Apr: Units 10–11
 - melodies: pp. 130–132 (nos. 1–8)
 - rhythms: Unit 11
- Week of 16 Apr: Units 10–11
 - melodies: pp. 132–133 (nos. 9–14)
- Final Exam Period
 - **ET/SS Test 3** (individual component)