



EFFECTIVE: SEPTEMBER 2011
CURRICULUM GUIDELINES

- A. Division: ACADEMIC Effective Date: September 2011
- B. Department / LANGUAGE, LITERATURE
Program Area:

<p>N: Course Content:</p> <ol style="list-style-type: none"> 1. Aural Recognition <ol style="list-style-type: none"> a) rhythmic patterns in both simple and compound meters which include subdivided beats, uneven beat divisions, and syncopation b) harmonic intervals up to a perfect octave c) melodic intervals (speed recognition stressed) d) simple 2-part dictation e) diatonic melodies with larger leaps and leaps between members of the subdominant triad and dominant seventh chord f) chord quality of triads and seventh chords g) cadence types, phrase relationships, and basic period structures h) simple harmonic progressions i) melodic and rhythmic error detection and correction 2. Sight Performance <ol style="list-style-type: none"> a) melodies with larger leaps, leaps between members of the subdominant triad and dominant seventh chord, and more complex rhythms b) more complex rhythmic exercises 3. Musicianship Skills <ol style="list-style-type: none"> a) increasing fluency with a relative pitch labelling system (e.g., movable-doh solfège or scale degree numbers) b) increasing fluency with Kodály hand signs c) singing drills and exercises with intervals and broken chord patterns d) dictation and transcription exercises 												
<p>O: Methods of Instruction</p> <p>Presentation of concepts, demonstration of learning strategies and modelling of skills by the instructor, integrated with drills and practice exercises performed by the whole class, small groups and individuals.</p>												
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>Example: Krueger, Carol. <i>Progressive Sight Singing</i>. New York: Oxford University Press, 2007.</p>												
<p>Q: Means of Assessment</p> <p>Evaluation will be based on the following:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Regular quizzes (minimum of one per week):</td> <td style="text-align: right;">60%</td> </tr> <tr> <td style="padding-left: 20px;">Individual sight singing mid-term test:</td> <td style="text-align: right;">7.5%</td> </tr> <tr> <td style="padding-left: 20px;">In-class ear training mid-term test:</td> <td style="text-align: right;">7.5%</td> </tr> <tr> <td style="padding-left: 20px;">Individual sight singing final test:</td> <td style="text-align: right;">12.5%</td> </tr> <tr> <td style="padding-left: 20px;">In-class ear training final test:</td> <td style="text-align: right;"><u>12.5%</u></td> </tr> <tr> <td style="padding-left: 100px;">Total</td> <td style="text-align: right;">100%</td> </tr> </table>	Regular quizzes (minimum of one per week):	60%	Individual sight singing mid-term test:	7.5%	In-class ear training mid-term test:	7.5%	Individual sight singing final test:	12.5%	In-class ear training final test:	<u>12.5%</u>	Total	100%
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Total	100%											
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>Yes.</p>												

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar