Course Information
Division: Fine Arts
Course Number: MUS 107
Title: Aural Perception I
Credits: 1
Developed by: Franklin Alvarez
Lecture/Lab Ratio: 0 Lecture/2 Lab
Transfer Status:

<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tr>
<td>Elective Credit</td>
<td>MUS 131</td>
<td>Elective Credit</td>
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Activity Course: No
CIP Code: 50.0900
Assessment Mode: Pre/Post Test (7 Questions/70 Points)
Semester Taught: Fall
GE Category: None
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No
Diversity and Inclusion Course: No

Prerequisites
Prior or concurrent enrollment in MUS 105 required

Educational Value
Music Majors

Description
Sight singing, ear training, and keyboard harmony.

Supplies
Three-ring binder
Manuscript paper
Competencies and Performance Standards

1. Transfer aurally produced music to written form.
   
   *Learning objectives*
   
   *What you will learn as you master the competency:*
   
   a. Classify melodic intervals.
   
   b. Differentiate between major and minor chords.
   
   c. Differentiate between major and minor intervals.
   
   d. Differentiate between major and minor melodies.
   
   e. Transcribe rhythmic dictation in simple meter.
   
   f. Transcribe melodic dictation in short phrases, moving mostly step-wise.

   *Performance Standards*
   
   *You will demonstrate your competence:*
   
   o in written and aural/oral examinations
   
   o via in-class exercises
   
   *Your performance will be successful when:*
   
   o learner identifies melodic intervals as presented aurally
   
   o learner correctly perceives major and minor chords
   
   o learner classifies major and minor intervals as presented
   
   o learner demonstrates rhythmic understanding by correctly transcribing rhythmic phrases
   
   o learner correctly notates melodies as presented aurally

2. Exhibit the ability to hear internally through external sound production.
   
   *Learning objectives*
   
   *What you will learn as you master the competency:*
   
   a. Aurally identify Solfege syllables with moveable Do and La-based minor
   
   b. Reproduce sound from Solfege syllables.
   
   c. Aurally construct I, IV, & V chords in ensemble units.
   
   d. Identify and differentiate rhythmic progressions in simple meter.

   *Performance Standards*
   
   *You will demonstrate your competence:*
   
   o by in-class exercises
   
   o by in-class testing
   
   *Your performance will be successful when:*
   
   o learner chooses correct Solfege syllables as presented aurally
   
   o learner sings/plays Solfege syllables as presented in written form
   
   o learner creates I, IV, and V chords in cooperative learning teams
   
   o learner internally creates a rhythmic progression, verbalizes it, and notes it
3. **Reconcile sight and sound.**

   **Learning objectives**
   
   **What you will learn as you master the competency:**
   
   a. Detect discrepancies between written and aural music as presented.

   **Performance Standards**
   
   **You will demonstrate your competence:**
   
   o by written examination
   
   **Your performance will be successful when:**
   
   o learner locates mistakes in music as presented

4. **Produce intended aural sound.**

   **Learning objectives**
   
   **What you will learn as you master the competency:**
   
   a. Sing/play printed music accurately.
   b. Explore the tonal qualities of I, ii, iii, IV, V and vi chords.
   c. Define the rhythmic pulse in simple meter.
   d. Reproduce simple rhythmic passing aurally.

   **Performance Standards**
   
   **You will demonstrate your competence:**
   
   o by sight-singing exams
   
   **Your performance will be successful when:**
   
   o learner analyzes the melody, establish key and tempo and accurately sing short musical passages
   o learners shows awareness of chord changes, differentiate between chordal quality and classify tonal differences
   o learner taps rhythmic pulse while listening to rhythmic and melodic passages
   o learner reads notated music in simple meter and correctly reproduces it aurally

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**Types of Instruction**

Classroom Presentation

**Grading Information**

**Grading Rationale**

80% Class work (assignments, quizzes, tests, class participation)

20% Final Exam

**Grading Scale**

A  90-100%
B  80-89%
C  70-79%
D  60-69%
F  59% and below