# Course Information

<table>
<thead>
<tr>
<th>Division</th>
<th>Fine Arts</th>
</tr>
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<tbody>
<tr>
<td>Course Number</td>
<td>MUS 212</td>
</tr>
<tr>
<td>Title</td>
<td>Aural Perception III</td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Developed by</td>
<td>Franklin Alvarez</td>
</tr>
<tr>
<td>Lecture/Lab Ratio</td>
<td>0 Lecture/2 Lab</td>
</tr>
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<tr>
<th>Transfer Status</th>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tbody>
<tr>
<td></td>
<td>Elective Credit</td>
<td>MUS 231</td>
<td>MUS Dept Elective</td>
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<table>
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<tr>
<th>Activity Course</th>
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<tbody>
<tr>
<td>CIP Code</td>
<td>50.0900</td>
</tr>
<tr>
<td>Assessment Mode</td>
<td>Pre/Post Test (7 Questions/70 Points)</td>
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<td>Semester Taught</td>
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<tr>
<td>GE Category</td>
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<tr>
<td>Separate Lab</td>
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<tr>
<td>Awareness Course</td>
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</tr>
<tr>
<td>Intensive Writing Course</td>
<td>No</td>
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<tr>
<td>Diversity and Inclusion Course</td>
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## Prerequisites
Prior or concurrent enrollment in MUS 205 and MUS 108 required

## Educational Value
Music majors.

## Description
Continuation of MUS 108.

## 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 harmonic intervals.
   b. Identify chord quality within tonal context, including modulation.
   c. Identify intervals as applied to tonal context.
   d. Differentiate between root and inverted chord position.
   e. Transcribe melodic dictation with neighboring modulation.
   f. Transcribe rhythmic dictation in simple & compound meter.

   Performance Standards
   Competence will be demonstrated:
   o in written and aural/oral examinations
   o via in-class exercises
   Criteria - Performance will be satisfactory when:
   o learner identifies harmonic intervals as presented aurally
   o learner correctly perceives chord quality, including modulating progressions
   o learner classifies intervals as presented in tonal context
   o learner correctly identifies and transcribes harmonic dictation in root and inverted position
   o learner notates from dictation melodies that modulate
   o learner demonstrates rhythmic understanding by correctly transcribing rhythmic phrases in simple and compound meter

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 movable Do and La-based minor as used in modulating phrases.
   b. Reproduce sound from Solfege syllables, including modulations.
   c. Aurally construct I-vii, 7th, 9th chords in ensemble units.
   d. Identify and differentiate rhythmic progressions in simple and compound meter, including syncopation at the subdivision value.

   Performance Standards
   Competence will be demonstrated:
   o by in-class exercises
   o by in-class testing
   Criteria - Performance will be satisfactory when:
   o learner sings correct syllables, including numeric and sol-fege, as presented aurally
   o learner sings/plays Solfege syllables as presented in written form
   o learner creates chords (I - vii, 7ths, 9ths) in cooperative learning teams
   o learner internally creates a rhythmic progression in simple and compound meter, including syncopation at the subdivision value, verbalizes and notates 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, in appropriate increased level of difficulty, as coordinated with other learning objectives.

**Performance Standards**

*Competence will be demonstrated:*

- by written examination

*Criteria - Performance will be satisfactory when:*

- 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, in increased level of difficulty, as coordinated with other learning objectives

b. Explore the tonal qualities and relationships of chords (I-vii, 7ths, 9ths, modulations).

c. Define the rhythmic pulse and subdivisions in compound meter.

d. Reproduce compound rhythmic passages aurally, including syncopation at the subdivision value.

**Performance Standards**

*Competence will be demonstrated:*

- by sight-singing exams

*Criteria - Performance will be satisfactory when:*

- learner analyzes the melody, establishes key and tempo and accurately sings musical passages from various types of music literature

- learner shows awareness of chord changes and progression patterns, differentiates chordal quality and classifies tonal differences, including neighboring modulations

- learner taps rhythmic pulse and/or subdivisions while listening to rhythmic and melodic passages from various styles of literature

- learner reads notated music in compound meter, including syncopation at the subdivision value, and correctly reproduces it in aural form

**Types of Instruction**

Classroom Presentation
**Grading Information**

**Grading Rationale**
80%  Class work (assignments, quizzes, tests, class participation)
20%  Final Exam

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