



**TRINITY VALLEY COMMUNITY COLLEGE
ADMINISTRATIVE-MASTER SYLLABUS**

The Administrative- Master Syllabus is an administrative tool; it is **not intended to be distributed to students**. It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of TVCC, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction. The Administrative-Master Syllabus will demonstrate that there is consistency and comparability in course offerings.

Course Title

Foundations of Music

Course Prefix and Number

MUSI 1300

Department – Division

Fine Arts - Music

Course Type – select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in TVCC Core)
- **Academic TVCC Core Course**
- **WECM Courses**

Semester Credit Hours: Lecture Hours: Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	0

Other hours include practicum, clinical or other types of non-lecture instruction. *If other, please specify: _____

Course Catalog Description

Introduction to the elements of music with emphasis on the five phases of the music program for early childhood and elementary education: rhythmic activities, singing, playing simple instruments, listening, and creative activities. An examination of recently published materials in the field of music for elementary music is included. The opportunity for a field experience in public schools is offered.

Prerequisites/co requisites

None

Topical Outline

Unit 1: Scales

Unit 2: Intervals

Unit 3: Modes

Unit 3: Keys

Unit 4: Triads

Unit 5: Chords

Unit 6: Inversions

Unit 7: Notation

Unit 8: Meter and Rhythm

Course Learning Outcomes

Upon completion of this course, students will

- know the classroom teacher's role in music education and the values of music in the classroom,
- sing popular, patriotic, folk, spiritual and recreational songs as well as rounds and ethnic music in unison and harmony,
- demonstrate vocal skills appropriate for teaching children,
- perform common rhythm patterns,
- read and perform pitches by the use of fundamental music notation,
- play triads appropriate for accompanying
- name the keys on the piano and harmonize a melody,
- play a self-constructed percussion instrument and other instruments of the percussion family,
- play simple accompaniments on the recorder, piano, guitar, and the autoharp,
- identify various voices and instruments both visually and aurally,
- identify various forms in music,
- write and compile a lesson plan for teaching music to children, and
- write an original song.

Relationship to General Education Outcomes – In addition to the core competencies, Trinity Valley Community College has established ten general education goals which specify knowledge and skills that students should gain from completing courses in the various component areas of the core curriculum. Information regarding curriculum and assessment is used as a means for the improvement of student learning through the general education component. (Select all that apply.)

Mark with an "X"	General Education Outcome
	A. To communicate clearly and effectively in both oral and written English.
	B. To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.
	C. To understand mathematical information and utilize mathematical skills.
	D. To demonstrate qualitative and quantitative critical thinking skills.
	E. To understand and appreciate cultural and ethnic diversity.
	F. To utilize computer based technology in accessing information, solving problems, and communicating.
X	G. To recognize and evaluate artistic achievements in the visual and performing arts.
	H. To improve basic understanding of political, economic, and social systems.
	I. To demonstrate knowledge of the physical universe and living systems.
	J. To develop skills and strategies to become an engaged learner.

Required Text(s)

Winslow, Robert W., Leron Dallin, and Shelley Archambe-West. *Music Skills for Classroom Teachers* (with audio CD). McGraw-Hill: 2001.

Optional Text(s)

None

Material/Technology to be supplied by the student

Music manuscript paper, pencil

Course Requirements/Grading System – describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course; not intended to restrict the individual nature by which each faculty member who teaches the course determines course requirements and final student performance, but should offer consistency within reason for all sections taught for those departments without a standardized format.

The course grade will be determined by performance on daily class assignments (25%), attendance and participation (25%) , tests (25%) and the final exam (25%).

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Kelly Driskell	Signature	Date
Department Head Marylyn Wright	Signature	Date
Division Chair Kelly Driskell	Signature	Date
Vice President	Signature	Date