

**Duke Ellington School of the Arts**

**Music Department**

**Course Syllabus**

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**Course: Sight Singing III**

**Credit: One Carnegie Unit each year**

**Course Description:**

Sight-singing is four-part course in which the student will learn how to hear music before it is sung and/or played. The class will be structured around a series of quizzes/drills to ensure training of the ear to hear intervals, melodies, and to understand rhythms. Techniques include melodic, rhythmic, and harmonic dictations, sight-reading of melodies, clapping of rhythms, and daily exercises to ensure an understanding of the solfege system using “movable do” It is an essential course for every music major to have and upon completing all courses, it fulfills a requirement for graduation.

**Content Standards:**

- Reading and notating music
- Singing alone with others, a various repertoire of music

**Learning Objectives:**

**-Ear Training** – Master the singing of the chromatic, major and minor scales using solfege syllables, sing and notate steps and skips within the major scale, find the tonic in any given major or minor key, sing and notate major, minor, and diminished, augmented triads on a grand staff, sing and notate dominant seventh chords, sing and notate all intervals, sing I, IV, V, V7 Chords in root position and in all inversions, demonstrate an understanding of roman numeral analysis as it pertains to chordal movement, identify and notate on the Alto and Tenor Clefs,

**-Rhythm** – demonstrate an understanding of meter and execute rhythmic patterns including: Quarter Notes, Half Notes, Sixteenth Notes, Whole Notes, Eighth Notes, Dotted notes with the rests and other various patters in 2/4, 3/4, 4/4, 3/8, 6/8 and other simple and compound time signatures, demonstrate an understanding of hypermeter and hemiola, demonstrate an understanding pf rhythmic patterns in irregular meter,

**-Sight-Singing** – Master the identification of the key of a given melody based on key signatures and hearing chords, notate solfege syllables of a given melody, identify intervals based on

melodies given, demonstrate a basic understanding of reading a piece in a mode, identify and read on the Alto and Tenor Clefs..

**-Vocabulary** – demonstrate an understanding of basic musical terms that are used with dynamics, tempo marking and styles of singing, including but not limited to Italian, French and German phrases.

### **Teaching Strategies:**

Demonstration, modeling, guided practice, and lectures are the primary teaching strategies used. For this reason, it is of paramount importance that students attend all classes.

### **Class Participation - 10%**

This portion of the grade consists of daily participation in class as it pertains to the daily routines. Each day the student will go through exercises listed off of the board that will help one get accustomed to pitch-solfege relationship, pitch-number relationship, and with various scales and chords. It is important that the student understand and be able to do the exercises alone as they will be individually graded on each of them.

\*Class Participation will include the following:

- Class Routine Exercises
- Class Discussions
- Class Activities/Listening
- 7 minute Drill (TI-Time)

At the beginning of each class, there will be a 7-minute (TI-Time) drill in which the student is asked to analyze a piece of music or answer theory questions. The analysis or question will be based on common musical knowledge, something covered from previous classwork, and/or homework. It is important that every student be on time because this is a daily assignment that is only given during the first 7-minutes of class. This also requires the student to be in attendance every day and if a day is missed, a note is required from doctor/parent in order to make up work.

### **Practice and Application – 50%**

This portion of the grade consists of daily participation in class as it pertains to drills and quizzes. Students are graded on how prepared they are for the drills/quizzes they will receive throughout the class and these are the drills/quizzes that are not graded. The purpose of the non-graded drills and quizzes are to practice for the graded drills/quizzes that are to come. As the student becomes more familiar with the material, they will get faster in time with the drills and be ready for the quizzes. The quizzes are never pop-quizzes, as they are daily. The quizzes are based on material either previously worked on in class or a review method from their theory classes.

\*Practice and Application will include but is not limited to the following:

- Aural Skills – 25% (Intervals, Scales, and Chords, Rhythmic Dictation, Melodic Dictation, Harmonic Dictation, Solfege Assignment. Non-Graded Drills/Quizzes, Listening Quizzes)
- Sight-Reading – 25% (Rhythmic and Pitch Speed Drills, Literal Sight Reading Assignments)

### **Assessments - 40%**

This portion of the grade consists of graded drills and sight-singing assignments that have been taken home. At the beginning of each advisory, students will receive packets that are to be used for study purposes at home. These packets contain sight-reading assignments that will help the student see patterns. Tests will be given on these packets daily, if not weekly. All the assignments tested in class have been gone over in the previous class. It is up to the student to study the exercises to become the best sight-reader that they can be.

This grade will also be reflective of the Sight-Singing Jury and the Advisory Written and Aural Exams.

**Sight-Singing Jury** – This portion of the grade will only be applicable during the 1<sup>st</sup> and 3<sup>rd</sup> advisories. In these juries, the student will demonstrate what they have learned over the course of the advisory and previous sight-singing classes through sight-singing. They will be graded solely on the ability to sight-sing 10 melodies perfectly (5 in a Major Key and 5 in a minor key). In the 1<sup>st</sup> advisory, the student will sight sing from melodies that have been given throughout the 1<sup>st</sup> advisory. In the 3<sup>rd</sup> advisory, they will sight sing from melodies given from the 1<sup>st</sup> through 3<sup>rd</sup> advisories. While sight-singing, they must keep a consistent tempo, determine the key of the melody, sing on solfege syllables, letter names, or numbers, explain any vocabulary words that talk about tempo or dynamics, and be as musical as possible.

**Advisory Written and Aural Exams** – This portion of the grade will only be applicable during the 2<sup>nd</sup> and 4<sup>th</sup> advisories. These exams will occur during finals week and will consist of a written portion as well as melodic dictation, rhythmic dictation, harmonic dictation and the singing of intervals and chords during the 2<sup>nd</sup> advisory. During the 4<sup>th</sup> advisory the exam will consist of a written portion and melodic dictation, rhythmic dictation, harmonic dictation, singing of intervals and chords and the singing of one new sight-sing melody.

\*Assessments include but are not limited to, daily quizzes/drills which include the following:

- Graded Drills – 15% (Scales, Solfege, Major Triads, Minor Triads, Diminished Triads, Augmented Triads, Major, Dominant, Minor, Half-Diminished, Diminished, Seventh-Chords, Chords within a key, Secondary Dominants, Vocabulary, Key Signatures)
- Sight-Singing Assignments – 15% (Take home sight-singing packets)

-Sight-Singing Jury -10% (during 1<sup>st</sup> and 3<sup>rd</sup> Advisories)

-Advisory Written and Aural Exam – 10% (during 2<sup>nd</sup> and 4<sup>th</sup> advisories)

*\*Scheduled dates of assessments are subject to change at the discretion of the instructor and/or in the event of extenuating circumstances, i.e., school closures, unscheduled activities, etc.*

**Required Materials:**

Each student must bring the following items to class daily:

- Pencil(s)
- Loose leaf paper/Notebook for notetaking
- Eraser
- Folder with sight-singing melodies and rhythmic drills
- **GREAT ENERGY!!!**

**-NO PENS ALLOWED IN CLASS!!!** If a student writes in pen, their assignment will only be worth half-credit. It is important for students to have pencils in music classes because mistakes will happen. When they do, erasing is better than scratching out the answers with a blue or black pen.

**Grading Scale:**

- A 93-100**
- A- 90-92.9**
- B+ 87-89.9**
- B 83-86.9**
- B- 80-82.9**
- C+ 77-79.9**
- C 73-76.9**
- C- 70-72.9**
- D+ 67-69.9**
- D 64-66.9**
- F 63 and below**

**I Incomplete** (too little work submitted) Students have until 2 weeks after issuance or report cards to make up quizzes/exams for partial credit. Failure to complete required work within the above stated time frame will result in the incomplete grade converting to an “FA”.