UNIVERSITY OF WATERLOO  
Music Department- Conrad Grebel University College  

Course Details
Instructor: Trevor Wagler  885-0220 ext. 24226 (Music Office) twagler@uwaterloo.ca

Location: & Time: Room 1302, Conrad Grebel University College  
Mondays/Wednesdays 2:30-3:50 AND Fridays 2:30-3:20

Office Hours: 3:50-4:15 (MW)  
Room 1302 (Email for a private consultation for other times – I will need to book an office)

Description: An introduction to the primary skills of music theory, emphasizing the reading and writing of musical notation (pitch and rhythm). Students will learn elementary keyboard orientation, listening, and sight-singing skills.

Prerequisite: No prerequisite. This course is not open to students with more than a minimal music background. Music 111 cannot be counted toward fulfillment of music major or minor course requirements. A placement test (not graded) will be administered in the first class to help determine a student’s eligibility for the course.

Note: It is your responsibility as university students to seek out challenging ideas and material, to stimulate your curiosity, and to delve into new areas. If you have RCM grade 2 theory or higher, or equivalent studies or experience, you should not be taking this course.

Course Texts and Materials

Texts  
USED TEXTS ARE NOT PERMISSABLE.

Other  
i) A sharp pencil, eraser, manuscript paper, note taking paper, and the textbook will be needed for each class. (Manuscript paper files can be found on our LEARN website)

ii) Use our LEARN website to find details for each class. Assignments can be found listed under the week/day of that class. (ie. assignments for Wed., Sept 14 found under Week 1 – Wednesday)

Student Assessment

<table>
<thead>
<tr>
<th>Performance</th>
<th>Individual Skills Testing (piano, singing)</th>
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<tbody>
<tr>
<td>Test 1</td>
<td>5%</td>
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<tr>
<td>Test 2</td>
<td>7%</td>
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<td>Test 3</td>
<td>8%</td>
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<table>
<thead>
<tr>
<th>Written</th>
<th>Weekly Assignments, 20%</th>
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<tbody>
<tr>
<td>Ear/Dictation Tests (3)</td>
<td>15%</td>
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<tr>
<td>Mid-term Written Test</td>
<td>20%</td>
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<tr>
<td>Final Written Test (take home)</td>
<td>10%</td>
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<tr>
<td>Final Written Test (in class)</td>
<td>15%</td>
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Material for ear/dictation tests must be practiced on your own. Appropriate exercises from the course resources and other websites will be posted or announced in class.

Assignments based on each chapter will be due at appropriate times. Attendance is required to keep abreast of assignments and other homework.
Course Overview and Approach

Course Objectives and Goals
This course is designed to help you learn the fundamental skills in reading, writing, and understanding the sound of the musical language.

What happens in a Fundamentals of Music class?
A lecture hour will involve some note-taking and "notation" (for which you must bring manuscript paper), some singing, some rhythm reading.

Musical examples and writing/notation exercises will be used in class - you will need to have the text with you for every class.

Musicianship is a general term that can refer to how a person understands and conveys ideas through music by using the conventions of the language. In this text most chapters have opportunities to practice using the language in a real setting; singing or playing the piano.

Keyboard (piano) playing is covered in the most basic sense; understanding the relationship of the notated pitch and rhythm to the keyboard, basic hand position and technique, and the playing of simple scales, triads and short melodies.

Not everyone has had experience using their voice in a musical setting. While I do grade your ability to read and sing, your vocal quality is not graded. If you have any concerns about your ability to sing, please see me at the earliest possible time so that we may work together to help you.

Expectations and Responsibilities

Learning Objectives for the Course:
(**Including but not limited to)
Chapter 1 – Notating Rhythm
1.1 Identify note/rest values and time signatures
1.2 Notate a musical passage with appropriate barlines and beaming
1.3 Understand rhythmic values within the context of a musical passage
1.4 Complete musical passages with various rhythmic values
*Key Concepts: tempo, rhythm, measure, notation, barline, time signature

Chapter 2 – Notating Pitch
2.1 Identify and/or notate pitches and clefs on the appropriate staff
2.2 Identify and/or notate pitches based on octave designation
2.3 Aurally identify variance in pitch
2.4 Notate pitches correctly on staff using appropriate stem and flag direction
2.5 Notate musical examples in various octaves
2.6 Discuss the differences between 32-bar song form and 12-bar blues form in jazz compositions
*Key Concepts: staff, pitch, ledger lines, octave, octave designation, clefs, register

Chapter 3 – The Keyboard
3.1 Locate various pitches on the keyboard
3.2 Identify intervals in terms of half step and whole step
3.3 Notate accidentals on staff
3.4 Identify and/or notate enharmonic pitches
*Key Concepts: design of keyboard, whole step, half step, enharmonic pitches, accidentals, flat, sharp, and natural

Chapter 4 – Simple Meters
4.1 Describe various metric accents, including simple meter and compound meter
4.2 Describe basic metric patterns of simple meter in terms of duple, triple, and quadruple meter
4.3 Perform rhythmic passages written in simple meter
4.4 Identify simple meter when given musical passage
4.5 Identify subdivisions of beats for various simple meters
4.6 Understand and perform examples of syncopation
4.7 Perform rhythmic passages using Takadimi syllables
4.8 Transcribe rhythmic passages to other simple meters using other units of beats
*Key Concepts: meter, beat division and subdivision, duple meter, triple meter, quadruple meter, syncopation, accent
Chapter 5 – Major Scales and Keys
5.1 Notate a major scale when given various tonics
5.2 Identify scale degrees
5.3 Recognize major scales when played
5.4 Perform major scales at keyboard
5.5 Identify and/or notate major key signatures
5.6 Describe the Circle of Fifths
5.7 Sight sing scale and stepwise patterns and easy melodies using solfège and/or numbers
*Key Concepts: scale, scale degree, major mode, key signature, transposition, solfège

Chapter 6 – Intervals
6.1 Identify and/or notate intervals on the staff (both size and quality)
6.2 Correctly place intervals in terms of location on keyboard
6.3 Recognize intervals when played
6.4 Notate intervals when given inversion
6.5 Identify intervals within a musical context
*Key Concepts: interval, interval quality, interval size, interval inversion, compound interval

Chapter 7 – Compound Meters
7.1 Describe basic metric patterns of compound meter - duple, and quadruple meter
7.2 Determine note values in compound meter
7.3 Perform rhythmic passages written in compound meter
7.4 Identify compound meter when given musical passage
7.5 Identify subdivisions of beats for various compound meters
7.6 Perform rhythmic passages using counting syllables
7.7 Notate in compound meter with appropriate barlines and beaming
7.8 Describe borrowed division and identify uses in various meters
*Key Concepts: compound meter, borrowed division, triplet, and duplet

Chapter 8 – Minor Scales and Modes
8.1 Notate a minor scale when given various tonics
8.2 Identify scale degrees within a minor scale
8.3 Identify all three types of minor scales
8.4 Recognize minor scales when played
8.5 Perform minor scales at keyboard
8.6 Identify and/or notate minor key signatures
8.7 Describe the Circle of Fifths in terms of minor keys
8.8 Describe the relationship between parallel and relative minor keys
8.9 Sight sing scale and stepwise patterns using solfège and/or numbers
*Key Concepts: harmonic minor, natural minor, melodic minor, relative relationships, parallel relationships

Chapter 10 – Triads
10.1 Identify and/or notate major, minor, augmented and diminished triads on the staff
10.2 Describe arpeggiation
10.3 Recognize triad quality when played
10.4 Describe and notate inversions of triads
10.5 Notate and identify both closed and open position of triads in both inversions
10.6 Sight singing major and minor triads
10.7 Perform major and minor triads at keyboard
10.8 Identify uses of triads within a musical context
*Key Concepts: triad, arpeggiation, qualities of triad, open vs. closed position, root and root position, inversions

Chapter 11 – Chords and Symbols
11.1 Identify chords within a musical context
11.2 Recognize chord quality when played
11.3 Identify chords with varied spacing and doubling
11.4 Notate chords when given popular chord (lead sheet) symbols
11.5 Notate chords when given roman numeral
11.6 Analyze chords using Roman numerals
11.7 Notate chords using figure bass symbols for inversion
11.8 Analyze chords using figured bass symbols
*Key Concepts: spacing, doubling, popular chord symbol, roman numerals, figured bass
Piano Practice Rooms
There will be little time in class to practice keyboard. It is your responsibility to find your own time outside of class. The piano practice rooms are 1114A, 1114B, and 1114C, located down the hallway, through the atrium and to the right. These rooms may only be reserved by students who major in music, however if any of the afore-mentioned rooms is not reserved you may use it to practice. The building closes at 10 p.m. ABSOLUTELY NO FOOD, NO DRINK in the practice rooms. It is a privilege to use these rooms. If we are careful we may keep the privilege.

Previous Musical Experience
The material in this course was selected on the assumption that students have no musical experience. However, students in this class may arrive with minimal musical background. Those with little to no experience should not feel discouraged. There are plenty of resources with which to practice, and you are encouraged to book office hours as soon as possible for helpful advice.

Attendance Policy
Attendance is required; the textbook is a starting point for concepts which will be expanded in lectures. Tests will be based on handouts, text readings, and lecture material. You are responsible for attending lectures to obtain this material. Not all handouts will be in PDF format for posting. There will be NO MAKE-UP TESTS or ASSIGNMENTS.

Tardiness and Attentiveness
Students disregarding the activities of the class (using cell phones/other electronic devices, doing homework, studying for a test, sleeping, etc.) are missing a vital part of their education. You will be asked to turn them off and put them away, if the instructor deems the electronic device distracting to yourself or others.

Promotion of a Positive Learning Environment
The normal activities of this course can, at times, place a student in an exposed position when asked to sing or perform in public. Unconstructive or unwelcome criticism, unnecessary distractions, or other forms of rudeness have no place in the classroom. This is an opportunity to step out of one’s comfort zone, take risks, and show support for one another in doing so.

Assignment Submission and Late Assignment Policy
ALL assignments must be submitted in hard-copy form only, on or before the instructor-given due date. You must keep current with any potential changes in published due dates, by listening in class for changes and daily checking of LEARN. Submission on electronic devices will not be accepted. Late assignments will be accepted until Sept. 28 with no penalty. After Sept. 28, all late assignments will be accepted with permission from the instructor only. There will be a 20% grade per day deduction for the first 2 days after each due date, after which late assignments will not be accepted.

Academic Integrity
In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Cheating: You may not bring any electronic devices into the test room. You may not look at someone else’s test/assignment with or without their knowledge. You may not work with others or split up assignments if not given permission to do so. You may not share answers, information or solutions with others or accept this help from others. You must acknowledge the work of others, whether it is a peer, friend, roommate, or relative. You must report any misconduct you witness. If you have a question about what you are permitted to do, you are responsible to ask me for clarification. If you are concerned about meeting a deadline or falling behind, it is your responsibility to come and talk to me and ask for help.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71
**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read **Policy 70 - Student Petitions and Grievances, Section 4,** https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read **Policy 72 - Student Appeals,** https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72

**Academic Integrity website (Arts):** https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour

**Academic Integrity Office (uWaterloo):** https://uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities:**

**Note for students with disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

### Class Schedule (Fall 2015) **Subject to change as needed**

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<tr>
<th>Week/ Dates</th>
<th>Material</th>
<th>Testing/Assignments</th>
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<tr>
<td><strong>First Class</strong></td>
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<tr>
<td><strong>Sept. 9</strong></td>
<td>Introductions</td>
<td>Diagnostic test</td>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td><strong>Sept. 12, 14, 16</strong></td>
<td>Exploring the Intricacies of Writing what we hear</td>
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<td>Ch. 1, 2 Pulse, Meter, Pitch, Notation</td>
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<td><strong>Week 2</strong></td>
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<td><strong>Sept. 19, 21, 23</strong></td>
<td>Ch. 3 The Piano Keyboard</td>
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<td><strong>Week 3</strong></td>
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<td><strong>Sept. 26, 28, 30</strong></td>
<td>Ch. 4 Simple Meter</td>
<td>Individual Skills Test #1 (Mon, Wed.)</td>
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<td><strong>Week 4</strong></td>
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<td><strong>Oct. 3, 5, 7</strong></td>
<td>Ch. 5 Major Scales and Keys</td>
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<td><strong>Thanksgiving (Oct. 10): UWaterloo Study Days (Oct. 11, 12)</strong></td>
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<td><strong>Week 5</strong></td>
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<td><strong>Oct. 14</strong></td>
<td>Ch. 6 Intervals</td>
<td><strong>Ear Test #1 (Fri.)</strong></td>
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<td><strong>Week 6</strong></td>
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<tr>
<td><strong>Oct. 17, 19, 21</strong></td>
<td>Individual Skills Test #2 (Mon, Wed.)</td>
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<td><strong>Week 7</strong></td>
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<tr>
<td><strong>Oct. 24, 26, 28</strong></td>
<td>Ch. 7 Compound Meter/Rhythm</td>
<td><strong>Oct. 24 Midterm Exam (written)</strong></td>
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<td><strong>Week 8</strong></td>
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<td><strong>Oct. 31, Nov. 2, 4</strong></td>
<td>Ch. 8 Minor Scales and Keys</td>
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<td><strong>Week 9</strong></td>
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<tr>
<td><strong>Nov. 7, 9, 11</strong></td>
<td><strong>Ear Test #2 (Wed.)</strong></td>
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<td><strong>Week 10</strong></td>
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<tr>
<td><strong>Nov. 14, 16, 18</strong></td>
<td>Ch. 10 Triads</td>
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<td><strong>Week 11</strong></td>
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<tr>
<td><strong>Nov. 21, 23, 25</strong></td>
<td>Ch. 11 Chords, Symbols Score and Transposition</td>
<td>Individual Skills Test #3 (Mon, Wed.)</td>
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<td><strong>Ear Test #3 (Fri.)</strong></td>
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<tr>
<td><strong>Week 12</strong></td>
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<tr>
<td><strong>Nov 28, 30, Dec. 2</strong></td>
<td>Review</td>
<td><strong>Dec. 2 Final Exam (Take-Home) given</strong></td>
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<tr>
<td><strong>Final Class</strong></td>
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<tr>
<td><strong>Dec. 5</strong></td>
<td>Final Examinations</td>
<td><strong>Dec. 5 Final Exam (Take-Home) due</strong></td>
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<td><strong>Dec. 5 Final Exam (written portion)</strong></td>
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