

Conrad Grebel University College
University of Waterloo
Music 111: Fundamentals of Music Theory
Fall 2018

Class Time: Mondays/Wednesdays 2:30-3:50pm AND Fridays 2:30-3:20pm

Location: Room 1302

Instructor: Trevor Wagler

Office Hours: Monday & Wednesday 2:00-2:30pm (before class) and by appointment

Office Location: Room 1302

Phone: 519-885-0220 x24226 (Music Office)

Email: twagler@uwaterloo.ca

Course 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 Fundamentals of Music: Rudiments: Musicianship and Composition, **6th edition**
(Pearson) 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) This course will make use of a WATERLOO LEARN website. This site will provide general information for the course, study guides and **daily homework assignments**. Important announcements such as the cancellation of class due to illness will also be posted there, so please check the site before each class. Assignments will be found listed under the **week/day of that class**. (i.e. assignments for Wed. Sept 13 are found under Week 1 – Wednesday).

Student Assessment

Performance Individual Skills Testing (piano, singing)

<i>Test 1</i>	5%
<i>Test 2</i>	7%
<i>Test 3</i>	8%

Written	Weekly Assignments	20%
	Ear/Dictation Tests (3)	15%
	Mid-term Written Test	20%
	Final Written Test (take home)	10%
	Final Written Test (in class)	15%

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.

Grading Scale:

Assigned Letter Grades	Percentage Range	Average Calculation Values
A+	90-100	95
A	85-89	89
A-	80-84	83
B+	77-79	78
B	73-76	75
B-	70-72	72
C+	67-69	68
C	63-66	65
C-	60-62	62
D+	57-59	58
D	53-56	55
D-	50-52	52
F+	42-49	46
F	35-41	38
F-	0-34	32

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 you will be graded on 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.

Course Schedule:

Week/ Dates	Material	Testing/Assignments
First Class <i>Sept. 7</i>	Introductions	Diagnostic test
Week 1 <i>Sept. 10, 12, 14</i>	Exploring the Intricacies of Writing what we hear Ch. 1, 2 Pulse, Meter, Pitch, Notation	
Week 2 <i>Sept. 17, 19, 21</i>	Ch. 3 The Piano Keyboard	
Week 3 <i>Sept. 24, 26, 28</i>	Ch. 4 Simple Meter	Individual Skills Test #1 (Mon, Wed.)
Week 4 <i>Oct. 1, 3, 5</i>	Ch. 5 Major Scales and Keys	
Thanksgiving (<i>Oct. 8</i>); UWaterloo Study Days (<i>Oct. 9, 10</i>)		
Week 5 <i>Oct. 12</i>	Ch. 6 Intervals	<i>Ear Test #1</i> (Fri.)
Week 6 <i>Oct. 15, 17, 19</i>		Individual Skills Test #2 (Mon, Wed.)
Week 7 <i>Oct. 22, 24, 26</i>	Ch. 7 Compound Meter/Rhythm	Oct. 24 Midterm Exam (written)
Week 8 <i>Oct. 29, 31, Nov. 2</i>	Ch. 8 Minor Scales and Keys	
Week 9 <i>Nov. 5, 7, 9</i>		<i>Ear Test #2</i> (Wed.)
Week 10 <i>Nov. 12, 14, 16</i>	Ch. 10 Triads	
Week 11 <i>Nov. 19, 21, 23</i>	Ch. 11 Chords, Symbols Score and Transposition	Individual Skills Test #3 (Mon, Wed.) <i>Ear Test #3</i> (Fri.)
Week 12 <i>Nov. 26, 28, 30</i>	Review	Nov. 30 Final Exam (Take-Home) given
Final Class <i>Dec. 3</i>	Final Examinations	Dec. 3 Final Exam (Take-Home) due Dec. 3 Final Exam (written portion)

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: 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, triple, 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 solfege 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; triad qualities; open/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 aforementioned 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. 30 with no penalty. After Sept. 30, 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.

UWaterloo Policies

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](#) for more information.]

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](#) for more information.] 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 instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

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](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Other sources of information for students:

Note for students with learning differences: The [AccessAbility Services \(AAS\)](#) office, 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 ASS office at the beginning of each academic term.

Counselling Services: Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: www.adm.uwaterloo.ca/infocs, ext. 33528, NH Room 2080.

Accommodation for Illness: A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the "University of Waterloo Verification of Illness" form or it will not be accepted. More information can be obtained from Health Services and

the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

The Writing Centre: Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre