

**Department:**

Music

**Course Description:**

This course will provide a study of the harmonic systems used in musical composition from approximately 1650 to 1900, including mastery of scales, keys, intervals, rhythms, and basic triads. The course will cover simple four-part writing, triad inversions, non-chord tones, secondary chords, and dominant seventh chords. Students will also analyze chorales, hymns, and representative literature from recognized style periods.

**Course Competencies:**

The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups for this course as approved by the Kansas Board of Regents. **(Kansas Regents Shared Number Course and Title: KSRN Course MUS1020 Music Theory I.)**

Upon completion of this course, students will be able to:

1. Recognize and notate rhythmic patterns in common simple and compound meters (duple, triple and quadruple).
2. Demonstrate fluency in the construction of all major and minor scales and key signatures.
3. Identify and write simple and compound intervals, diatonic triads and seventh chords in all positions, in treble and bass clef.
4. Analyze and construct chords using Roman numerals with inversions, as well as lead sheet symbols.
5. Demonstrate the integration of diatonic and voice-leading principles.

**Course Content:**

- A. Elements of Pitch and Rhythm
- B. Introduction to Triads and Seventh Chords
- C. Diatonic Chords
- D. Voice Leading
  1. Melodic Line
  2. Notating Chords
  3. Single Triad
  4. Parallel Motion
- E. Root Position Part Writing
- F. Harmonic Progression
- G. Triads in First Inversion, Second Inversion
- H. Non-Chord Tones I

**Learning Assessments:**

Course competencies will be assessed through the use of in-class and homework assignments, as well as written exams. In addition, some part writing may be assigned.

## Instructional Materials:

Tonal Harmony with an Introduction to Twentieth Century Music, Kostka, Payne, 7th Ed., with workbook and CD, McGraw-Hill, 2013 ISBN: 0078025141

### **Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition**

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

### **A Note on Harassment, Discrimination and Sexual Misconduct**

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).