

Unit outline for HSM121.5 Fundamentals of Music Notation and Aural Skills

Name of unit
HSM1215 Fundamentals of Music Notation and Aural Skills

Unit description
In this unit, students will encounter the foundation of music theory and learn to analyse concepts that will enable students to develop the aural skills and musical literacy central to music teaching, music in the community, composing and arranging, and performance skills. Music theory concepts will include harmonic progressions, chords, scales and modes, aural, part writing, and musical analysis. Students will gain an understanding of the various forms of musical notation including traditional, jazz, and contemporary approaches.

SECTION 1 – GENERAL INFORMATION (CORE)

Administrative details

Associated higher education awards (for example, Bachelor, Diploma)	Duration (for example, one semester, full year)	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit coordinator
Bachelor of Music	One semester	Introduction	Approved Adjunct Lecturer

Core or elective unit

Indicate if the unit is a:

- core unit
- elective unit
- other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points Example: 10 credit points	Total course credit points Example: 320 credit points
0.125 EFTSL, 6 cps	144 cps

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week (1)	No. personal study hours per week (2)	Total workload hours per week (3)
3 hrs/week	6 hrs/week	9 hrs/week (16 weeks)

(1) Total time spent per week at lectures, tutorials, clinical and other placements, etc.

(2) Total time students are expected to spend per week in studying, completing assignments, etc.

(3) Sum of (1) and (2) equals workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Prerequisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

Yes No

Other resource requirements

Do students require access to specialist facilities and/or equipment for this unit (for example, special computer access, physical education equipment)?

Yes No

If **YES**, provide details of specialist facilities and/or equipment below.

A computer area is available for student use, equipped with Sibelius music notation and composition software and keyboards, and wireless mixing deck.

SECTION 2 – ACADEMIC DETAILS (CORE)

Learning outcomes for the unit On successful completion of this unit students will be able to:
1. Analyse musical scores against set criteria.
2. Demonstrate an understanding of jazz, contemporary and traditional theoretical knowledge.
3. Aurally transcribe rhythms and diatonic melodies.
4. Use music notation software to write music.

Topics included in the unit
1. Clefs, rhythm and pitch
2. Scales and keys
3. Harmonic progressions
4. Aural skills
5. Score analysis

Assessment tasks			
Type (1) (see examples noted below this table)	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)	Cross reference to learning outcomes
Four Quizzes (at 10% each) Quizzes that develop upon concepts covered.	Year 1 Semester 1 Weeks 3, 6, 9, 12	40%	2, 3
Music Analysis Music analysis using the ‘Six Points of Musical Style’ demonstrating music terminology and concepts covered in class. 1000 words with music extracts	Year 1 Semester 1 Week 10	30%	1
Composition Use music notation software to compose a song of 32 – 40 bars, based upon the “1 4 7 3 6 2 5 1” harmonic progression.	Year 1 Semester 1 Week 13	30%	2, 4

(1) Examples of types of assessment tasks include: assignments; examinations; group projects; online quizzes/tests; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment and any specific formats.

2.1 Prescribed and recommended reading

Provide below, in formal reference format, a list of the prescribed and recommended reading for the unit.

Benjamin, Horvit & Nelson (2015). *Techniques and Materials of Music: From the Common Practice Period through the Twentieth Century*. Baxter Publishing, USA.

Benward, B. (2014). *Music in Theory and Practice*, (Vol 1) : McGraw-Hill Higher Education

Blatter, A. (2007). *Revisiting music theory: a guide to the practice*: Taylor & Francis.

Clendinning, J. P., Marvin, E. W., & Phillips, J. (2014). *The musician's guide to fundamentals*: WW Norton, Incorporated.

Karpinski, G. S. (2007). *Manual for ear training and sight singing*: Norton.

Laitz, S. G (2012). *The Complete Musician: An Integrated Approach to Tonal Theory, Analysis and Listening* (3rd ed): Oxford University Press

Murphy, P. (2016). *The Musician's Guide to Aural Skills*: Ear Training.

Shuker, R. (2017). *Popular music: The key concepts*: Taylor & Francis.

Turek, R., & McCarthy, D. (2014). *Theory for Today's Musician*, (eBook): Routledge.

Zbikowski, L. M., & Zbikowski, L. M. (2017). *Foundations of musical grammar*. Oxford University Press.