

| | | | | | |
|-------------------------------|--|-----------------|------------------|---------------------|------|
| Course Title | Aural Skills III | | | | |
| Course Code | MPR245 | | | | |
| Course Type | Compulsory | | | | |
| Level | Bachelor (1st Cycle) | | | | |
| Year / Semester | 2 nd Year / 1 st Semester | | | | |
| Teacher's Name | TBA | | | | |
| ECTS | 3 | Lectures / week | 3 Hours/14 weeks | Laboratories / week | None |
| Course Purpose and Objectives | This course is a continuation of Aural Skills II. The aim is to develop the students' overall musicianship, their ability to hear, understand, transcribe and, eventually, perform at sight a variety of musical tasks in melody, rhythm and harmony. The students will make use of both traditional and modern learning resources such as computer-based aural skills training aids. | | | | |
| Learning Outcomes | <p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Recognize all possible intervals presented melodically regardless of musical context (traditional or modern, tonal or atonal). • Recognize a variety of rhythmic, harmonic and melodic theoretical models. • Detect errors in assigned melodies, rhythms and harmonies. • Dictate and transcribe complex: <ul style="list-style-type: none"> • Melodic passages (diatonic and chromatic) of up to two voices simultaneously and also involving modulations • Harmonic passages of three and four voices • Rhythmic passages in both simple and compound meters • Demonstrate their sight reading and sight singing skills (both in terms of rhythm and melody). • Identify and analyze various stylistic models outside the classical music genre and idiom. | | | | |
| Prerequisites | MPR155 | Co-requisites | None | | |

| | | | | | | |
|--------------------------------------|---|--|--------------------------------------|-----|-----|------|
| Course Content | <p>INTERVAL IDENTIFICATION: Identify all possible intervals within the Octave when presented melodically.</p> <p>HARMONIC IDENTIFICATION: Identify both individual chords and progressions presented at any combination of all diatonic chords in Major Keys at any position (Root, First and Second).</p> <p>ERROR DETECTION: <i>MELODY:</i> Detect errors in short tonal melodies that can also modulate to a close neighboring key. <i>RHYTHM:</i> Detect errors in short rhythmical passages in both simple and compound meters. <i>HARMONY:</i> Detect errors, naming the Voice and Chord in two-chord exercises that can also include Dominant 7th Chords.</p> <p>MELODIC DICTATION: Dictate 4 bar tonal melodies of single and two-voice parts.</p> <p>RHYTHMIC DICTATION: Dictate rhythms in simple and compound meters with crotchets, quavers, semiquavers, dotted rhythms and triplets. Rhythmic dictation of a melody.</p> <p>HARMONIC DICTATION: Dictate short harmonic progressions of chorales using all diatonic chords found in Major and Minor keys as well as Dominant 7th chords.</p> <p>SIGHT SINGING: <i>MELODY:</i> Sing at sight short tonal two-phrase melodies that use all intervals within the octave. Melodies might be in any Major or Minor key. <i>RHYTHM:</i> Tap or clap at sight short rhythmical passages in simple and compound meters with crotchets, quavers, semiquavers, dotted rhythms and triplets.</p> | | | | | |
| Teaching Methodology | Face to face | | | | | |
| Bibliography | <p>Benward, B. and Timothy Kolosick, J., (2009). <i>Ear Training: A Technique for Listening.</i> 7th ed. New York: McGraw-Hill (with transcription CD).</p> <p>Carr, M. A. and Benward, B., (2009). <i>Sight Singing Complete.</i> 7th ed. New York: McGraw-Hill.</p> | | | | | |
| Assessment | <p>Examinations</p> <p>Class Participation and Attendance Assignments</p> | <table border="1" data-bbox="984 1528 1305 1751"> <tr> <td data-bbox="984 1528 1305 1640">65% (40% Final + 25% Mid-term)</td> </tr> <tr> <td data-bbox="984 1640 1305 1675">10%</td> </tr> <tr> <td data-bbox="984 1675 1305 1711">25%</td> </tr> <tr> <td data-bbox="984 1711 1305 1751">100%</td> </tr> </table> | 65% (40% Final + 25% Mid-term) | 10% | 25% | 100% |
| 65% (40% Final + 25% Mid-term) | | | | | | |
| 10% | | | | | | |
| 25% | | | | | | |
| 100% | | | | | | |
| Language | English | | | | | |