

Music Literacy: Outcomes

The standards for student outcomes in any music degrees offered nationally include several aspects of music literacy. Students graduating from CCRI should be competent in the following aspects of music literacy.

Solo and Ensemble Performance

As an individual performer on a principal instrument or voice, each graduating student should exhibit second-year college/university capabilities, including technique, sight-reading, and interpretative skills. In addition, each student should have developed ensemble skills of score reading, counting, listening, following a director, and collaborating with other players.

Sight-Reading and Aural Skills

Students should be able to sing melodies of moderate difficulty at sight, recognizing the key signature and reading the correct intervals in Movable Do solfege and the rhythms in the piece.

Students should be able to recognize the intervals, types of triads, and seventh chords by hearing them played. Students should also master the skill of writing down a melody or bassline or up to a four-part harmonic progression by hearing them played.

Rhythm

Rhythm proficiency is the groundwork for many other aspects of music making; the ability to read rhythm notation correctly is the underpinning of all music sight reading. It is a subject which the faculty of the CCRI Music Department have identified for particular emphasis to enable successful student outcomes. All music students are required to take MUSC-1015 Essentials of Rhythm, a two-credit music course, in the Fall semester of their second year, unless they score 85% or above on the rhythm proficiency test. The rhythm proficiency test includes rhythm sight reading, written comprehension of note and rest values and groupings, written comprehension of specific meters, and aural dictation of rhythm.

Analytical Skills

Students who complete the music curriculum at CCRI should be able to analyze harmonic progressions, modulations, altered and borrowed chords, 9th, 11th, and 13th chords, 12-tone serialism (classical students), and various forms such as Binary, Ternary, 12-bar Blues, 32-bar Chorus, Rondo, Minuet and Trio, and Sonata-Allegro.

Composition and Improvisation

A student who completes the music curriculum at CCRI should be able to compose and harmonize simple melodies and songs, and perform simple vocal or instrumental improvisations on his/her principal instrument or voice.

Technology Skills

A student who completes the music curriculum at CCRI should be familiar with Computer Assisted Instructional Programs such as Practica Musica, CD-ROM programs such as Major Composers, at least one notation program such as Finale, Mosaic, or Professional Composer, and internet exploration as research and evaluation of music resources.

Music History

A student who completes the Music curriculum at CCRI should understand an overview of music history from the Middle Ages to the present. Likewise, a student who completes the Jazz Studies curriculum should understand an overview of Jazz History and classical music after 1750. Students should comprehend the various eras and styles in music and jazz history.