Course Outline

School / Portfolio: Faculty of Education and Arts

Course Title: MUSIC THEATRE THEORY 1

Course ID: MTTHR1001

Credit Points: 10.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 100103

Program Level:

<table>
<thead>
<tr>
<th>AQF Level of Program</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<tbody>
<tr>
<td><strong>Level</strong></td>
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<td>Introductory</td>
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<td>Intermediate</td>
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<td>Advanced</td>
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Learning Outcomes:

**Knowledge:**

K1. Identify rhythmic elements
K2. Identify pitch elements in harmonic and melodic form
K3. Demonstrate an understanding of musical concepts relevant to repertoire
K4. Demonstrate a developing musical vocabulary at an appropriate level

**Skills:**

S1. Sight-sing simple melodies fluently
S2. Perform simple rhythmic, harmonic and melodic patterns on a keyboard
S3. Recognise aurally rhythmic, harmonic and melodic patterns
S4. Apply simple musical notation fluently

**Application of knowledge and skills:**

A1. Apply technical proficiency in the assigned exercises
A2. Produce compositions based on specific criteria and guidelines
A3. Analyse the form and structure of musical theatre compositions

Course Content:

Topics may include:
Course Outline

MTTHR1001 MUSIC THEATRE THEORY 1

- Short sight-singing exercises
- Rhythmic exercises
- Developing basic keyboard skills
- Developing basic compositional skills
- Expanding an understanding of musical form and structure
- Expanding musical vocabulary

Values and Graduate Attributes:

Values:

V1. Take responsibility for the improvement of their musical skills and knowledge
V2. Appreciate the relationship between knowledge of music theory and perception of music theatre song
V3. Appreciate the importance of theoretical knowledge as music theatre performers

Graduate Attributes:

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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<tbody>
<tr>
<td>Continuous Learning</td>
<td>Students establish foundational skills in music literacy and are able to manipulate and translate basic rhythmic and melodic fragments.</td>
<td>High</td>
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<tr>
<td>Self Reliance</td>
<td>Students have established an emerging strategy on how to sing from sight basic melodic fragments and how to create their own compositions.</td>
<td>High</td>
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<tr>
<td>Engaged Citizenship</td>
<td>Students have an understanding of what it means to engage professionally in peer review and discussions.</td>
<td>Low</td>
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<tr>
<td>Social Responsibility</td>
<td>Students have explored the value of group contribution and responsibility.</td>
<td>Low</td>
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</table>

Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1, K2, K4, S1, S3, A1, A2, A3</td>
<td>Music Literacy Demonstrate an understanding of music theory topics covered in class.</td>
<td>Two written, aural &amp; performance tests in week 6 and 12</td>
<td>25-40%</td>
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<tr>
<td>K3, S2, A3</td>
<td>Analysis Demonstrate an understanding of musical elements in reference to specific repertoire.</td>
<td>Written analysis task</td>
<td>10-15%</td>
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| K1, K2, K4, S1, S2, S3, S4, A1 | Aural, sight singing and keyboard skills 
Demonstrate, through written and practical tasks, an ability to sight sing utilising solfege and to perform simple melodies on keyboard. A developing aural awareness will also be demonstrated.                                                                                                           | On-going Aural Training Tests, sight-singing & keyboard skill tests | 40-65%    |

Adopted Reference Style:

Chicago