

Course Outline for: MUSC 1131 Music Theory 1**A. Course Description:**

1. Number of credits: 3
2. Lecture hours per week: 3
3. Prerequisites: None
4. Corequisites: None
5. MnTC Goals: Goal #6 – Humanities and the Fine Arts

For those students pursuing a career in music, this begins the undergraduate training in fundamental music theory. Training in music theory is essential for professional musicians. In this first part of a four-semester sequence, students will begin the study of the materials and structure of music including notation, intervals, scales, four-voice chorale style, melodic form and structure, diatonic and secondary harmony, binary and ternary forms. While intended for music majors and minors, this course is open to the prepared student who desires a rigorous music theory experience. Typically, these could be students who have studied music through high school or community programs.

B. Date last reviewed/updated: May 2025**C. Outline of Major Content Areas:**

1. The development of basic skills required for reading, writing and the interpretation of music
2. Identification and application of music symbols, simple and compound metric organization, major, minor and modal scales, simple and compound intervals, diatonic triads and tetrads, transposition, phrases, cadences, and accompaniment patterns
3. Study of 18th century harmony begins with figured bass, non-harmonic tones and cadences
4. Historical stylistic periods as defined from the perspective of music theory
5. Arranging for instruments and transposing

D. Course Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Comprehend, identify and use common practice scales and key signatures, simple, compound and complex meter signatures, all intervals, and triad and tetrad tonalities. (Goal 2a, 2b)
2. Respond critically during the reading and listening processes. (Goal 6c)
3. Compose music that contains the basic musical elements. (Goal 2d, 6d)
4. Comprehend the range and transposition of musical instruments and voices through the arranging and scoring process. (Goal 2c, 6d)
5. Articulate an informed personal reaction to works of music by creating a historical context and listening to a variety of compositions within this context. (Goal 2d, 6e)

E. Methods for Assessing Student Learning:

Methods for assessment may include, but are not limited to, the following:

1. Music composition
2. Music arranging for instruments
3. Quizzes and tests
4. Observation of class preparation through in-class activities and discussions

F. Special Information:

None