

# TRITONE MUSIC SERIES

Beginner Music1  
Instructional Outcomes



TRITONE.  
TRITONE CORPORATION

# **Tritone Music Series**

## **Course Outline**

### **BEGINNER MUSIC - LEVEL 1**

#### **LEVEL**

Ages 8 - up

#### **DURATION**

Approximately 30 hours of instruction

#### **PURPOSE**

To assist the classroom teacher in carrying out the music specialist's learning objectives thus creating a standard and consistent method of musical instruction and assessment. The course can act as a base curriculum or as supplementary material.

#### **CONTENT**

The Beginner Music – Level 1 course features 8 major skill areas:

- Reading and notating music
- Singing
- Performing music on a keyboard instrument
- Improvising
- Arranging music
- Listening to, analyzing and describing music
- Understanding music in relation to history and culture
- Evaluating music and music performance

#### **DESCRIPTION**

This course introduces the beginner to the basic fundamentals of music and musical performance. By visiting a series of rooms, each with their own character and focused on a particular area of musical development, the student will develop the necessary skills to record their arranged song on to their own virtual CD. By visiting My CD Player, the student will be able to listen to and play for others their song collection that they have created.

- The Music Room is where Freddy Forte has prepared a series of lessons and activities. These will teach the student everything they need to know to understand and play music.
- The Practice Room is where Major Metronome will coach the student on how to play a song using the specially designed Javatrax evaluation sequencer.
- Once the student can play a song hands together, Jazmyn will teach them how to create some musical arranging ideas for their song in the Creative Room.
- Jack and Patch are the sound engineers and will help the student record their song arrangement for their virtual CD in the Recording Studio.
- Agent Giggy wants to make them famous! She is always very busy at work promoting the student and their CD and booking gigs for them to play at all over the world.

## FEATURES

- Interactive and multimedia game learning instruction and tests
- Simulated teacher-student lessons and activities
- Instant feedback
- Self-guided or guided content
- Address all types of learning (visual, aural, kinetic)
- Performance evaluation (pitch, timing, expression)
- Progress reports and assessment tools
- Teacher feedback

## STRUCTURE

Modular - Three modules plus an examination

Modules consists of units which are subdivided into chapters and pages

Reviews, summaries, worksheets and a quiz are included in each module

## INSTRUCTIONAL OUTCOMES

Upon completion of the course, the student will have met the following instruction outcomes.

### Melody



- The student will be able to identify (select) the names and nicknames of the notes shown in the diagram.
- The student will be able to notate music notes on a Grand Staff, Single Staff (treble and bass).
- The student will be able to perform melodic phrases on a keyboard instrument by reading a piece of music.

### Rhythm



- The student will be able to identify (select) the names and nicknames of the time values shown in the diagram.
- The student will be able to notate various rhythm patterns and tied note patterns in 4/4 and 3/4 on the rhythm clef staff.
- The student will be able to perform various rhythm patterns on a keyboard instrument by reading a piece of music.

### **Harmony**

- The student will be able to identify (select/perform) the primary chords (I, IV, V7) in the key of C notated in bass clef.
- The student will be able to notate the primary chords (I, IV, V7) in the key of C on the bass clef staff.
- The student will be able to perform harmonic phrases on a keyboard instrument by identifying (reading) chord symbols and chord notation in a piece of music.

### **Theory**

- Given a series of reinforcing activities, reviews and summaries, the student will be able to identify (select) musical symbols, definitions and musical terms.

### **Repertoire**

- The student will be able to perform 8 familiar popular songs (3/4 and 4/4), some with expression, hands together, on a keyboard instrument. Satisfactory achievement will be met with a letter grade of an "A".

### **Creativity**

- The student will learn how to create introductions and endings, RH (locked 6ths, echoes) and LH (broken chords - 3/4 and 4/4) embellishments and demonstrate (perform) these arranging ideas in their songs. Satisfactory achievement will be met with a letter grade of an "A".
- The student to be able to identify (select), with aural and graphical examples, various instruments by random as well as with association to the Latin American, Dixieland and Waltz musical styles.
- Given various background styles, the student will be able to improvise 2 and 4 measure melodies and rhythms using any white keys.

### **Music Appreciation**

- The student will be able to identify (select) various moods and styles by listening to musical examples.
- Given a piece of music to listen to, the student will be able to analyze (listen) and describe (write) what instruments they hear in the music and how the music makes them feel.

### **Singing**

- The student will be able to sing note and time value names and nicknames.

### **History**

- Given articles to read, the student will be able to answer multiple choice and/or true and false questions of the following composers: Beethoven, Strauss Sr., Lanner, Strauss Jr.
- Given articles to read, the student will be able to answer multiple choice and/or true and false questions on the following musical styles: Latin American Music, Dixieland, and Waltz.

### **Sight Reading**

- The student will be able to sight read a simple two-measure melody notated in treble and bass clef (3/4 and 4/4). Satisfactory achievement will be met with a letter grade of an “A”.

### **Ear Training**

- Given aural and graphical examples, the student will be able to identify the following: song parts, high-middle-low pitches, instrument sounds, ascending and descending melodies, melodic lines that step and skip, melodies and rhythmic patterns that are same or different, melodies that are louder or softer.
- The student will be able to play back (perform) a notated two-measure melody that has one written note missing after hearing the example once.
- The student will be able to identify (select) a wrong note played in a two-measure melody (3/4 and 4/4) after hearing the example once.
- The student will be able to play back (perform) an imitation rhythm and melodic drill (visual and aural) based on a two-measure pattern (3/4 and 4/4) after hearing it once.

### **Technique**

- The student will be able to demonstrate (perform) songs using the right and left hand five finger positions with variation and using solid and broken chord accompaniment.
- The student will be able to demonstrate (perform) using the correct posture and hand position.

## **ASSESSMENT**

For the student:

- A student’s musical knowledge is assessed by how well they perform on activities, reviews, summaries, worksheets and quizzes. An activity counter is built into an activity to track the student’s score. Reviews, summaries and quizzes are marked by the computer and immediately feedback is given. Worksheets are completed and submitted to the teacher for marking.
- A student’s musical performance is assessed by how well they perform their songs using the Javatrax evaluation sequencer.
- Student scores and performances are tracked and stored in CourseWatch (a Course Management database). The student (and parent) is able to check their progress in CourseWatch, anytime, anywhere.