UNIVERSITY OF HAWAII COMMUNITY COLLEGES
PROPOSAL TO INITIATE, MODIFY OR DELETE A COURSE

1. TYPE OF ACTION
   A. Addition [X] Regular [ ] Experimental [ ] Other [ ]
   B. Deletion [ ]
   C. Modification [ ] in credits [ ] in title [ ] in number or alpha [ ] in prerequisites [ ] Other [ ]

2. NEW ALPHA. NUMBER AND TITLE
   MUS 253 Basic Experiences of Music

3. CREDITS
   3

4. OLD ALPHA. NUMBER AND TITLE

5. CREDITS

6. NEW CATALOG DESCRIPTION
   See attached

7. PREREQUISITES
   None

8. STUDENT CONTACT HOURS PER WEEK
   Lecture 2 Lecture/Lab 2 Lab Other (specify)

9. PROPOSED DATE OF FIRST OFFERING
   Fall 1998

10. THIS COURSE [X] IS REQUIRED [ ] ELEMENTARY MAJORS AT UH MANOA
    [ ] MATH RQUTIED FOR THE WCC PROGRAM/CORE
    (Please specify)
    [X] CAN FULFILL UH Manoa Arts & Humanities Group I Core and
    WCC Arts & Humanities (Please specify) Group I Core

11. THIS COURSE [ ] INCREASES [ ] DECREASES [X] MAKES NO CHANGE IN
    NUMBER OF CREDITS REQUIRED
    FOR THE PROGRAM/CORE

12. SIMILAR COURSES OFFERED ELSEWHERE:
    College(s):
    UH Manoa
    HCC
    LCC
    KCC
    Alpha. Number: Title:
    MUS 253
    MUS 253
    MUS 253
    MUS 253

13. THIS COURSE IS [ ] ALREADY ARTICULATED [X] APPROPRIATE FOR ARTICULATION [ ] NOT YET APPROPRIATE FOR
    with UHM, LCC, KCC, KAUCC, MCC, ARTICULATION
    with HCC, UH, West Oahu
    (Provide details of existing or desired articulation (date, college(s), purposes, pre-major or major, etc.)

    Fall 1998 with all campuses in UH system, required course for intended elementary
    education majors, pre-majors.

14. REASON FOR INITIATING, MODIFYING OR DELETING COURSE OR OTHER PERTINENT COMMENT:
    This course is being required for Elementary Education majors. In Fall 1998 students
    will not be able to substitute MUS 108 for MUS 253 at UH Manoa.

REQUESTED BY: ____________________________ Date: 11/1/97

APPROVED BY:

Department Chairperson
Curriculum Committee
Faculty Senate
Dean of Instruction
Provost
Change recorded by Catalog Preparer

CCCM #6100
(Amended for WCC use Sept. 1991)
6. New Catalog Description

This course engages the student in the practice of the components of music (time, pitch, media, musical expression, and form) and their interaction with each other. These components will be explored through singing; use of rhythm instruments including body sounds; playing recorder, ukulele, bells, autoharp, piano and other appropriate classroom instruments; listening; movement and body response to music; notating music; performing from notation; analysis of music aurally and from score; and the creative use of the components. One hour per week will focus on singing as a primary activity.
# Levels of Review of Course Proposals at WCC

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11-10-97</td>
</tr>
<tr>
<td></td>
<td>11-19-97</td>
</tr>
<tr>
<td></td>
<td>12-28-97</td>
</tr>
</tbody>
</table>

1. **Subject Area** *(one or more instructors in the area)*

2. **Department**
   - **Department Chairperson**
   - **Was this course discussed in a dept. mting.**

3. **Division**
   - **Assistant Dean of Instruction**

4. **Curriculum Committee Review**
   - **Approved**
   - **Disapproved**
   - **Reason:**

   - **Curriculum Committee Chairperson**
   - **3/11/98**
WOC FORM FOR NEW COURSE PROPOSALS

Course  MUS 253  Submitted by  Gloria Moore  Date  10/30/97

1. How is this course related to the educational needs and goals of the College/Department/Community as reflected in the EDP?
   III.A: Specializing in effective teaching of General Education and other liberal arts and pre-professional courses.

2. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment.) What has been done to provide for these additional costs for the proposed date of offering? Who will teach the course?
   No additional staff would be needed as this course would replace some sections of MUS 108. Instructor would be teaching one additional hour/class with no compensation. Needed equipment: xylophones, marimbas, drums, rhythm instruments. Beginning Fall 1998, I would offer section of MUS 108 and one section of MUS 253. (See attached)

3. Is a similar course taught elsewhere in the UH system? yes
   If yes, provide details of how this course differs from existing similar courses.
   This course is intended to prepare students for MUS 353 and therefore, is identical to MUS 253 taught at the 5 system campuses.

4. Is this course experimental and/or unique to Windward Community College? No
   If yes, provide rationale and details of its impact on the College curriculum.

5. Is a similar course taught on the upper division level by a 4-year UH college? No  (same number/same course)
   If yes, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

7. If this course is numbered 100 or above or appropriate for transfer to a 4-year college, complete and attach WOC Form for Transfer Courses (blue).
   (See attached criteria for transfer courses.)
WCC FORM FOR TRANSFER COURSES

(To be completed for articulation with any 4-year UH campus)

Course MUS 253 Submitted by Gloria Moore Date

1. List the counterpart to this course on any 4-year UH campus. Describe the relationship between the course and any related baccalaureate program area. UHM MUS 253. This is a required course for Elementary Education and Music Education majors and is the prerequisite to MUS 353. It can meet the core requirement for Arts & Humanities Group I: The Arts (mainly theory)

2. Is this course taught or accepted by major accredited colleges or universities? Give one or two examples.

3. Please attach a complete course outline, if you have not done so already. Your course outline should address all the items listed in the Guidelines for Course Outlines.

Attachment

WCC 9/91
## ESSENTIAL EQUIPMENT (MUSICAL INSTRUMENTS)
### TO BE PURCHASED FOR MUSIC 253

<table>
<thead>
<tr>
<th>QUANTITY *</th>
<th>ITEM</th>
<th>UNIT COST</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>25-Bar, Black And White Bell Sets</td>
<td>$45.00</td>
<td>$450.00</td>
</tr>
<tr>
<td>2 Sets</td>
<td>Resonator Bells</td>
<td>$150.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>2 *</td>
<td>21-Chord Autoharps</td>
<td>$225.00</td>
<td>$450.00</td>
</tr>
<tr>
<td>2</td>
<td>Fiberboard Autoharp Cases</td>
<td>$24.00</td>
<td>$48.00</td>
</tr>
<tr>
<td>25 Pairs *</td>
<td>Fluted Rhythm Sticks</td>
<td>$1.20/pr</td>
<td>$30.00</td>
</tr>
<tr>
<td>4 *</td>
<td>Hand Drums (graduated sizes)</td>
<td>$58.50/Set</td>
<td>$58.50</td>
</tr>
</tbody>
</table>

**SUBTOTAL** $1336.50

**HIGHLY RECOMMENDED EQUIPMENT**

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>ITEM</th>
<th>UNIT COST</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Tambourines with skin</td>
<td>$9.70</td>
<td>$39.00</td>
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<tr>
<td>6</td>
<td>Wood Blocks</td>
<td>$4.95</td>
<td>$29.70</td>
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<tr>
<td>1</td>
<td>Triangle, Small</td>
<td>$5.95</td>
<td>$5.95</td>
</tr>
<tr>
<td>1</td>
<td>Triangle, Large</td>
<td>$8.95</td>
<td>$8.95</td>
</tr>
<tr>
<td>1</td>
<td>Suspended Triangle</td>
<td>$13.50</td>
<td>$13.50</td>
</tr>
<tr>
<td>2</td>
<td>Pairs of Cymbals</td>
<td>$9.95</td>
<td>$19.90</td>
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<tr>
<td>4 Pairs</td>
<td>Maracas</td>
<td>$8.75</td>
<td>$26.25</td>
</tr>
<tr>
<td>2</td>
<td>Castanets</td>
<td>$.75</td>
<td>$1.50</td>
</tr>
<tr>
<td>1 Set</td>
<td>Agogo Bells</td>
<td>$24.00</td>
<td>$24.00</td>
</tr>
<tr>
<td>Item</td>
<td>Quantity</td>
<td>Price</td>
<td>Amount</td>
</tr>
<tr>
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<td>--------</td>
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<tr>
<td>Gourd Cabasa</td>
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</tr>
<tr>
<td>Rachet</td>
<td>1</td>
<td>$18.75</td>
<td>$18.75</td>
</tr>
<tr>
<td>African Double Shaker</td>
<td>1</td>
<td>$13.50</td>
<td>$13.50</td>
</tr>
<tr>
<td>Claves</td>
<td>6 Pairs</td>
<td>$6.00</td>
<td>$36.00</td>
</tr>
<tr>
<td>Bongo Drums</td>
<td>1 Set</td>
<td>$39.50</td>
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<tr>
<td>Tunable Congo Drum</td>
<td>1</td>
<td>$80.00</td>
<td>$80.00</td>
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</table>

**SUBTOTAL**  
$316.45

**OVERALL TOTAL**  
$1652.95

*Purchased during fall 1997 semester*
COURSE NAME: Basic Experiences Of Music

COURSE NUMBER: Music 253

CREDIT HOUR: 03

CATALOG DESCRIPTION: This course engages the student in the practice of the components of music (time, pitch, media, musical expression, and form) and their interaction with each other. These components will be explored through singing; use of rhythm instruments including body sounds; playing recorder, ukulele, bells, autoharp, piano and other appropriate classroom instruments; listening; movement and body response to music; notating music; performing from notation; analysis of music aurally and from score; and the creative use of the components. One hour per week will focus on singing as a primary activity.

REQUIREMENTS COURSE SATISFIES:

AT WCC: Meets AA degree Humanities requirements

AT UH MANOA:

PREREQUISITES: None

RECOMMENDED BASIC SKILLS LEVELS:

Reading Level of Text(s):

Other: Basic Mathematic Skills (adding and subtraction); logical reasoning process.

ACTIVITIES REQUIRED AT SCHEDULED TIMES OTHER THAN CLASS TIMES: Playing or singing exercises for instructor for grade

INSTRUCTOR: Gloria Moore

OFFICE: Haloa 107

TELEPHONE: 235-7326 or Switchboard (235-0077)

EFFECTIVE DATE: Fall, 1998
"Music training--specifically piano instruction--is far superior to computer instruction in dramatically enhancing children's abstract reasoning skills necessary for learning math and science."
(Reported in Neurological Research., Forefront Publishing Group, 1997)

A. GOALS OF THE COURSE

As a result of taking this course, you will:

1. Understand the value of music in children's learning process.
2. Be able to identify aurally and visually the various components of music (time, pitch, media, musical expression and form).
3. Be able to use the components of music in both the performance and creation of music.
4. Be able to perform 2 songs from the Jump Right In! books in each of the following media: voice, ukulele, autoharp, recorder, and rhythm instruments.
4. Understand and use the concepts of tonality and key.
5. Be familiar with different performance media.
6. Understand the basic elements of musical structure.

B. OBJECTIVES OF THE COURSE

1. Develop a level of proficiency in each of the following areas:

   A. SINGING. You will participate in class singing activities and be tested on assigned songs. Grading will be based on accuracy of pitch and rhythm, not vocal quality. Testing will be individual.

   B. RECORDER. You will be required to purchase and practice a recorder, participate in group playing exercises and be tested on the required pieces. Testing will be individual.

   C. UKULELE. You will learn to play set of basic chords on the ukulele, participate in class practice times and perform assigned pieces for a grade. Ideally, you will own a ukulele, especially if you plan to teach elementary school. WCC has seven ukes available for use in class; they may NOT be borrowed for home practice. Testing will be individual.
D. AUTOHARP. You will be required to learn one piece on the autoharp. WCC owns only one currently, so each student will need to schedule time to practice it. Testing will be individual.

E. PIANO. Optional, extra credit. you may learn to play scales, chords and simple melodies on the piano. The piano lab (Haloa 106) is open for student practice except when a class is in session.

F. TAP MASTER RHYTHMIC SIGHT READING SYSTEM. You will complete one segment (roughly 14 tapes) in the TAP Intermediate Series. Three half-hour practice sessions each week are suggested for successful completion of this requirement. All materials are provided by the college. The practice location is The Learning Center (Lono 113); testing is given ONLY in Haloa 106 by appointment with the Music 253 Instructor. Introduction to the TAP system will be given on the third day of class.

G. COMPUTER ASSISTED INSTRUCTION. There are a number of computer tutoring programs available to you in both The Learning Center (see Jerry Levinson) or in my office (Haloa 107). These can be extremely helpful with drilling certain elements.

2. EXAMS

A. WRITTEN EXAMS

There will be a short exam at the end of each unit. These may be retaken; make-up exams MUST be completed within two weeks after the exam has been returned to you.

B. PLAYING EXAMS

You will be tested on singing, ukulele, recorder and autoharp (piano, optional). Songs will be assigned for each instrument; you will sign up for testing times.
3. **EXTRA CREDIT**

You may earn extra credit by doing any of the following activities:

A. An additional segment of TAP
B. Songs on the piano
C. Additional songs in any of the required media

4. **ATTENDANCE**

Because so much of the class time will be spent in experiential activities, regular attendance is a must. If you are ill, call your partner or the instructor for assigned work.

Make-up exams will be given ONLY if notice was given BEFORE the exam took place.

C. **MODE OF INSTRUCTION**

Instructor-led participation in singing, playing instruments, physical movement, lectures and written activities.

D. **ORGANIZATION OF THE COURSE**

This course will meet either two (T-Th) or three (MWF) times a week for a total of two-and-a-half hours per week. Some laboratory times will be made available during the semester. The approximate time schedule is as follows:

<table>
<thead>
<tr>
<th>Weeks</th>
<th>TIME: Unaccented pulse and tempo. Accented patterns of 2’s and 3’s. Levels of rhythm: basic pulse, divided pulse, melodic rhythm, accompanimental rhythm. Various notations of durations. UNIT TEST.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>PITCH: Organization of pitch as song melody. Emphasis on aural identification by syllable. Modes of whole and half steps; major and minor forms; tonality and key. Chordal formations of pitch; primary triads in major and minor keys; notations of pitch both melodically and harmonically. UNIT TEST.</td>
</tr>
</tbody>
</table>
MEDIA: Sound making and identification labels. Standard Western forms of instrumental and vocal groups; the Western Orchestra, Asian ensembles, African ensembles. UNIT TEST.

FORM: Music as aural architecture; training the music memory; simple to complex forms; theme and variations; rounds and canons; dance forms; games and other movement forms. Texture, improvisation, call and response. UNIT TEST.

E. COURSE MATERIALS

Required (Purchases by students)

David Woods and Edwin Gordon. Jump Right In (2 books)

A soprano recorder with German fingering (available at bookstore)

Manuscript paper (sold in bookstore)

Strongly Suggested

A standard wooden ukulele (There are only seven available for student use)

Available For Use At No Cost

Electronic Pianos in Haloa 106

Music Theory computer tutoring programs in Haloa 107 and TLC (Lono 103)

Rhythm instruments, autoharp

F. EVALUATION

There will be five unit tests and several playing tests. The following weight will be applied:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Written Work (including exams)</td>
<td>50%</td>
</tr>
<tr>
<td>Playing Tests</td>
<td>30%</td>
</tr>
<tr>
<td>TAP Master Segment</td>
<td>10%</td>
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</table>