

BACHELOR OF EDUCATION (MUSIC)

COURSE DESCRIPTIONS

LEVEL 100 COURSES

MDT 101 Music Theory, Aural Skills and Practicals I (Revised)

Aural recognition of intervals, chord progressions, cadences; dictation of melodies in different keys and meters and rhythm including triplets. Basic keyboard skills-primary and secondary chords in different keys, providing accompaniment(s) for the Kenyan national anthem and church hymns. Tuition in Kenyan instrument / dance and Western instrument. Selection of two instruments (one Kenyan and one Western) and dance. Development of technical ability, dexterity, performance skills. Building music repertoire for the instrument. Background knowledge of instruments and music pieces learned. Mastery of the dance steps, movement patterns and music of one mixed and one male or female dance from selected communities. Background knowledge of the dances and songs performed. Ability to perform music on the relevant instrument, major and minor keys, arpeggios, sight singing and reading music for the instrument. Preparation of a minimum of two pieces of approved standards.

MDT 106 Survey of Medieval to Baroque Music I (Revised)

A survey of Western vocal and instrumental music from Medieval to Baroque eras. Defining musical characteristics, relationship of music and society/ church, development of instrumental and vocal music. Structure, form, distinguishing different textures, comparative studies between music, art, architecture.

MDT 108 Harmony & Counterpoint I (Revised)

A study of basic rules of harmony during common practice: chords construction and appropriate usage; acceptable progressions; resolutions; chord analysis and appropriate usage of established symbols. Elements of triads in root position and inversions in major and minor keys. Basic knowledge of counterpoint with their corresponding melodic and

harmonic rules. Basic rules on imitation and other related devices. MECI-IP program, version 2

MDT 111 Music and Dance Traditions of Kenya (Existing)

Historical development of genres and types of songs and dances in Kenyan communities; contact with external cultures; classification of types of music and dance; categorization of the same into classes determined by the social function of each music and dance; comparative analysis of selected types/genres over prescribed periods; descriptive analysis of various forms of music including sacred, secular, traditional and popular idioms. Listening to, viewing and performing music samples from various Kenyan communities.

LEVEL 200 COURSES

MDT 201 Music Theory, Aural Skills and Practicals II (Revised)

Aural recognition of intervals, chord progressions, cadences; dictation of melodies in different keys and meters and rhythm including triplets. Basic keyboard skills-primary and secondary chords in different keys, providing accompaniment(s) for the Kenyan national anthem and church hymns. Tuition in Kenyan instrument / dance and Western instrument. Selection of two instruments (one Kenyan and one Western) and dance. Development of technical ability, dexterity, performance skills. Building music repertoire for the instrument. Background knowledge of instruments and music pieces learned. Mastery of the dance steps, movement patterns and music of one mixed and one male or female dance from selected communities. Background knowledge of the dances and songs performed. Ability to perform music on the relevant instrument, major and minor keys, arpeggios, sight singing and reading music for the instrument. Preparation of a minimum of two pieces of approved standards.

MDT 206 Survey of Classical to 20th Century Music II (Revised)

A survey of Western vocal and instrumental music from Classical era to the 20th Century, including listening to music derived from the historical periods. Aural discrimination of

instrumentation, structure, form; distinguishing contrapuntal and homophonic textures. Tracing the growth and development of the orchestra in the different historical periods.

MDT 208 Harmony and Counterpoint II (Existing)

Chords and their inversions in all keys. Chords progression using primary and secondary chords. Harmonization of simple melodies using primary and secondary chords in major keys. Rules and procedures guiding fourth species counterpoint in two parts with suspensions, fifth species in two parts without semi-breve cantus-firmus, fifth species in triple meter. Writing of descants and second part to given melodies in African idioms, for equal voices and at different registers.

MDT 211 Theory of Musical Traditions of East Africa (Existing)

Types of songs and dances found within the region of East Africa. Comparative analysis of song types, usage, dance steps, dance music and functions in various communities of the region. Linguistic attributes. Common characteristics of song and dance within the region. Types of musical instruments found in East Africa, types of instrumental music, composition of ensembles, role of instruments, functions of music, musical and extra-musical roles of selected instruments, societal role of performers.

LEVEL 300 COURSES

MDT 300 Keyboard Harmony and Improvisation (Revised)

Aural and theoretical training in musicianship for application in keyboard harmony and improvisation. Realization of primary chords and their inversions on keyboard. Use of chords for accompaniment of melodies and creating different styles of accompaniment: block chords; arpeggio; alberti bass; ostinati. Using primary and secondary chords in major/ minor keys, Improvisation of melodies and accompaniments in given structures in different time signatures and keys. Realization of figured bass.

MDT 301 Music Theory, Aural Skills and Practicals III (Revised)

Advanced intervals and chord progressions, cadences and melody dictation in different keys, meters and rhythms including triplets. Keyboard knowledge in primary and secondary chords in different keys. Providing accompaniment(s) for church hymns and popular music. Tuition in Kenyan instrument /dance performance and Western instruments. Instruction in two instruments (one Kenyan and one Western), Development of appropriate technical ability, dexterity and performance skills. Building music repertoire for the selected instrument. Working knowledge of instruments and music learnt pieces. Mastery of dance steps, movement patterns and music of mixed, female and male dances. Background knowledge of the dances and songs performed. Ability to perform music on the relevant instrument. Application of: major and minor keys; arpeggios; sight singing and reading music for the instrument. Preparation of a minimum of two complete pieces suggested by instructors.

MDT 303 Music and Dance Practice in Africa (Reviewed)

Overview of music and dance practices in different parts of Africa. Study of selected music from African countries including ceremonial choral music, ritual music, dirges, gender and age-specific music types, music for children. Learning of selected dances in terms of steps, movements of the body, social implications of dance movements, formations, costume and décor, documentation of relevant information on dance, music types, process of learning, the role of oral tradition, effects of change and modernization.

MDT 306 History and Analysis of Western Music I (Revised)

Development of music in the Baroque and Classical periods. Practices in the vocal and instrumental genres. Trends in composition and performance for large and small ensembles. Relationship of music to the philosophical and aesthetic principles of the eras. Relationship of artists with aristocracy / society. Relationship of music and society/church, development of instrumental and vocal music, structure, form; distinguishing polyphonic and homophonic textures, comparative studies between music, art, architecture. Aural and score analysis of music from the two periods: defining musical characteristics; development of instrumental and vocal music; structure and form; study of the sonata principle; character piece; individualism;

nationalism; exoticism; miniature and large forms; program music; the expanded orchestra. Comparative studies between music, art, architecture.

MDT 330 Elements of Acoustics (Existing)

Study of theories and approaches that define acoustics in music. Application of acoustical properties and understanding in musical environment such as: music performance halls; study of instrument and their acoustic properties and how this foundation affects timbre; instrumental combination; power or lack of power in certain ranges of instruments; application of acoustics for voice performers. Use of the power of music for healing and inflicting pain. Other related matters as regards the use of acoustic properties.

LEVEL 400 COURSES

MDT 400 Music Critique and Adjudication (New)

History and development of criticism in music; proponents of the trends and approaches; positive and negative connotation enshrined in music critique; some historical foundations of music adjudication in Kenya; background information on major contributors; current trends on judging music at Kenya Music Festival and other organizations; controversies surrounding basic approaches and trends in music adjudication; exploration of world trends in music adjudication.

MDT 401 Music Theory, Aural Skills and Practicals IV (Revised)

Intervals, chord progressions, cadences melody dictation in different keys and meters and rhythm including triplets. Utilization of keyboard knowledge in primary and secondary chords in different keys, providing accompaniment(s) for church hymns, popular music and folk songs. Practical component to include tuition in selected Kenyan instrument / dance performance and Western instruments. Instruction in two instruments (Kenyan and Western), Building of appropriate technical ability, dexterity, performance skills. Maintenance of music repertoire for the instrument. Relevant knowledge of instruments and music pieces learned. Mastery and choreography of the dance steps, Movement patterns and music of mixed, female and male dances. Background knowledge of the dances and songs performed. Preparation of

a minimum of two complete pieces suggested by instructors. Development of conducting techniques, cues, beating time, baton technique and hand gestures. Conducting to recorded music. Score preparation, ensemble function – selection of performers and music preparation of score and actual rehearsals. Undertaking conducting project. Viewing videos on established conducting practice.

MDT 406 History and Analysis of Western Music II (Revised)

Development of music in the Romantic era and 20th Century. Relationship of music to the philosophical and aesthetic principles of the eras. development of instrumental and vocal music, structure, form; Aural and score analysis of music from the two periods: defining musical characteristics; structure and form; character piece; individualism; nationalism; exoticism; miniature and large forms; program music; the expanded orchestra. The development of Western music in the twentieth century; role of technology and its effects on the art of music making; new trends in performance and composition for large and small ensembles; analysis of music of the twentieth century; new musical styles and forms, concept of sound, new approaches to composition and treatment of tonality and pitch.

MDT 407 Ensemble Directing II (Revised)

Ensemble function – selection of performers, and music, preparation of score and actual rehearsals; continuation of developing conducting techniques, cues, beating time, baton technique, hand gestures; score preparation; preparation of conducting projects to include cueing procedures, rehearsal marks, different rendition of existing music; conducting to recorded music; viewing videos on established conductors with the aim of developing individual styles, brand of conducting as well as understanding the history behind conducting.

MDT 408 Harmony and Counterpoint IV

Study in the use of harmonic principles such as modulation using Secondary Dominants; Diminished Sevenths; Neapolitan and Augmented Sixth chords; use of chords such as Ninth, Eleventh and Thirteenth. Understanding of Free counterpoint at the octave or fifteenth. Double

counterpoint at the tenth and double counterpoint at the twelfth. Exercises and practical work using the learned musical concepts'

MDT 412 Theory of African Music (Existing)

The concept of music in the African context, structure in African Music: organization of instrumental, vocal and dance ensembles scales, melody, harmony and polyphony in both instrumental and vocal music; rhythmic basis of both instrumental and vocal music; aesthetic values in African music; analysis of music derived from different African cultures.

MDT 420 Foundations of Music Education (Existing)

Reasons for considering philosophical matters. The four philosophical stands- Naturalism, Idealism, Realism and Pragmatism- their implications to music education. Reasons for music and the arts in schools. Psychology of Music Education. The role and function of music in education; Psychological foundations of music education, traditional positions, the cognitive process and environmental factors. Musical perception and aptitude, the cognitive domain, the affective domain, psychomotor domain.

MDT 421 Pedagogy (Existing)

A scrutiny of principles of pedagogy, schools of thought that govern these principles, study of various proponents of styles of pedagogy in music, instruction on the art and sciences of teaching voice or musical instruments. Analysis of methods of developing skills and techniques for teaching music, survey of literature for various stages of learning. Issues related to memorization, improvisation, motivation, nervousness etc.

MDT 422 Music Education Research Project (Existing)

Discussion of possible research areas related to music education. Introduction to research methodology. Choice of a problem, formulation of hypothesis, research questions, sampling techniques, Data collection, Data analysis, Literature review, Bibliography.