

Music composition II

COURSE GUIDE

BACHELOR IN MUSIC COMPOSITION
Course 2023/2024

Course data

<i>Duration</i>	Annual
<i>Credits</i>	12 ECTS
<i>Modality</i>	In-person
<i>Language</i>	English
<i>Faculty</i>	Performing Arts and Music

Course presentation

Composition of musical forms in different historical styles. Command of musical notation and own techniques. Knowledge of the main resources of applied harmonics: formation of scales and chords, syntactic and morphological resources used in tonal and modal harmony

Student competencies

<i>Competency Code</i>	<i>Description</i>
CG01	Manage information from different sources and apply it to the area of musical creation
CG02	Generate own artistic concepts and develop the ability of expressing them through musical tools and languages.
CG03	Apply the most appropriate working methods to overcome the challenges of the study and practice of individual and/ or collective music, seeking excellence and quality.
CG04	Know the technological resources typical for the discipline and its applications in the musical creation, assimilating innovations that appear
CG08	Present in a written and spoken way the content and objectives of one's professional activity both to a non-professional public and to a specialized one, using correctly technical and general vocabulary, both in Spanish and in a foreign language.
CG09	Know different study and research methodologies for expanding the ability to a continuous development and innovation in one's activity within the performing arts and audiovisual industries.
CG10	Develop critical discourses towards personal and interpersonal activity adapting to cultural, social, artistic and professional changes.
CE01	Develop skills for identifying, understanding and memorizing of the musical material
CE02	Identify and appreciate in auditory and intellectual way different types of musical and sound structures.
CE03	Know the fundamentals and structure of musical language and apply them to interpretative, creative and research practice.
CE04	Know the main repertoires and musical stylistic resources, extracting techniques and structures for their application.
CE05	Know the most recent trends and proposals in different fields of musical creation.

CE06	Interpret in an analytical way all the musical resources of a piece of any style, as well as connect and apply those features in one's own and others' music.
CE07	Identify the fundamentals of musical acoustics, the acoustic characteristics of the instruments, their technical, sound and expressive possibilities, as well as their combinations and results.
CE08	Use new technologies in the area of music and acoustics in all kind of contexts and formats, in order to apply them to specific needs of the project.
CE10	Become familiar with the techniques of recording, reproduction and circulation of music in different formats, including those derived from new technologies and from multimedia systems.
CE13	Acquire necessary tools for creation and management of cultural industries related to the area of music.
CE15	Create, plan, direct and develop an own musical project of a professional quality

Learning outcomes

Upon completion of this course, each student must be able to:

01. Compose simple musical forms in different historical styles.
02. Grasp musical notation and the techniques of different historical periods in music.
03. Understand the basic principles of musical harmony, syntax and morphology in modal and tonal harmony.
04. Through hearing, identify the most common harmonic procedures of tonal and modal harmony.
05. Develop melodic intonation and harmonica ear as means to understand and interiorize musical content.
06. Use the piano to express the harmonic resources learned in the course.

Teaching methodology

MD1	Participatory lecture.
MD2	Case studies and debate.
MD3	Problem resolution and discussion of results.
MD4	Learning through projects.
MD6	Tutorials and guidance.

Course content

<i>Content</i>	<ol style="list-style-type: none"> 1. APPLIED HARMONY. Scales and chords. Tonal harmony (II). Modal harmony (I). 2. COMPOSITION AND STYLE. Formal and harmonic devices in Romantic and 20th-century music. Formal devices (II). Polyphony: writing for two and three voices. Introduction to jazz arrangements. Style imitation and early avant-gardes. 3. CREATIVITY. Introduction to free writing. Development of the creative personality.
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Learning activities

AF1	Theory and combination theory-practice learning.	48 h
AF3	Design and execution of art creation projects (individual or group projects)	21 h
AF4	Arts appreciation activities: seminars, visits to exhibitions or viewings of visual/audiovisual works.	24 h
AF5	Research activities: search and selection of documentation, reading of support materials and bibliographic and visual references.	70 h
AF6	Academic tutorials.	3 h
AF7	Assessment	24 h
AF8	Self-study of theoretical content and autonomous assignment work and practical activities.	170 h

** The hours assigned to the different learning activities may vary depending on the academic needs of the course, the group or the teaching team.*

Assessment

GENERAL ASSESSMENT CRITERIA

CONTINUOUS ASSESSMENT SYSTEM

Non-attendance to more than 20% of class sessions and activities may lead to failure of the course and disqualification from the regular assessment period. The teaching team decides how this rule is applied.

MARKS

Continuous Assessment is a comprehensive assessment of each student's results judged on the assessment criteria described in the following section, on a scale of 0 to 10 as provided in current legislation.

Students wishing to bring up their grade in the extraordinary/re-assessment period must first contact the Registrar's Office to expressly waive in writing all of the marks they obtained in the regular assessment period. Their final assessment mark will be the mark obtained in re-assessment.

SPELLING AND EXPRESSION

Spelling and written expression are taken into account in the marking of written examinations and assignments. Written examinations cannot contain more than 2 spelling errors or 10 accent errors (omitted or misplaced). Assignments completed outside of the classroom may not contain more than 1 error.

UNIVERSITY WRITTEN REPORTS

These must have a title page, table of contents and bibliography listing at least 4 sources. These works must be original. Excerpts from other authors must be properly cited. Demonstrable plagiarism is an academic offence. If one student copies the work of another student, both shall be held accountable.

SPECIFIC ASSESSMENT CRITERIA

REGULAR ASSESSMENT PERIOD

In this course, absence to more than 20% of class sessions and activities will lead to failure of the course and disqualification from the regular assessment period. ☒ SÍ ☐ NO

A minimum mark of 5.0 on all assessment tasks is required. If the mark obtained on any one of the assessment tasks is below that minimum, the weighted average mark for this course will not be calculated.

The teaching team will provide the details/specifications on the content or submission of assessment tasks; this information will be given in class or in a document made available to the student on the Virtual Course Space (in Spanish, *Aula Virtual*).

In submitting assignments, students must meet the deadlines set by the teaching team.

<i>Assessment task (*)</i>	<i>Task description</i>	<i>% of final mark</i>
SE2 Assignments and projects.	Composition and arrangement using tonal and modal harmony resources.	60%
SE3 Continuous assessment: weekly tasks and homework, periodical reports, problem resolution.	Short exercises in composition, re-harmonisation and/or arrangements.	40%
		100%

(*) Records and evidence of all of the assessment tasks (writings, recordings, etc.) listed in this table will be kept and filed in the Registrar's Office.

EXTRAORDINARY/RE-ASSESSMENT PERIOD

Students that do not pass the course in the term it is delivered can attempt again in the extraordinary/re-assessment period, except in cases where the particular characteristics of the course make this impossible.

The teaching team will inform the student of the assessment tasks that will need to be done in re-assessment. The teaching team can decide whether to maintain the marks of 5.0 and above the student received over the course and in the regular assessment period.

REVIEW OF ASSESSMENT MARKS

As set out in the TAI School of the Arts Student Handbook.

Resources

RECOMMENDED BIBLIOGRAPHY

Dobbins, B. (1986). *Jazz Arranging and Composing*. Advance Music. Nestico, S. (2015). *The Complete arranger*. Fenwood Music.
Pease, T. (2003). *Jazz Composition: Theory And Practice*. Berklee Press. Pullin, K., Lowell, D. (2003). *Arranging for Large Ensemble*. Berklee Press.

RECOMMENDED BIBLIOGRAPHY

TOCH, E. (2000). *Constituent elements of music: harmony, melody, counterpoint and form*. Idea music.
VERGES, LI. (2007). *The Language of Harmony*. Boileau.
Miller, R. (1996). *Modal jazz composition and harmony Vol I*. Advance music. Miller, R. (1997). *Modal jazz composition and harmony Vol II*. Advance music. Thomas, L. (2005). *The Arrangement: A Puzzle Of Musical Expression*. Publisher J.M. Bosch
Pease, T., Pulling, Ken (2001). *Modern Jazz Voicings: Arranging for Small and Medium Ensembles*.
Persichetti, V. (2007). *20th Century Harmony*. Real Musical. Berklee Press.
Bolling, M. (2015) *The jazz theory workbook*. Advance Music. Calés, F. (2000) *Tratado de Contrapunto*. Melos.
Felts, R. (2002). *Reharmonization Techniques*. Berklee Press. Forner, J and Wilbrandt, J. *Creative Counterpoint*. Idea music.
Gauldin, R. (2009) *Harmonic practice in tonal music*. Akal.
Goldstein, G. (1993). *Jazz Composer's Companion*. Advance Music. Hindemith, P. (1962) *Practice in two-part composition*. Melos. Holdeir, A. (2000) *How to know the forms of music*. Music Idea. Howard, J. (2000) *Learning to compose*. Akal.
Kernfeld, B. (1995). *The new grove dictionary of jazz*. Mac Millan Press. Larue, J. (1997) *Analysis of musical style*. Idea music.
Mas Devesa, M. (2006) *Fundamentos de composición: conceptos básicos para alumnos de composición*. Impromptu.
Motte, D. (2008) *Counterpoint*. Idea music.
Mulholland, J. and Hojnacki, T. (2013). *The Berklee Book of Jazz Harmony*. Berklee Press. Naus, W. (1998) *Beyond functional harmony*. Advance music.
Roca Vidal, F. (2017) *Morphology and syntax of melody*. Edimúsica.
Salzer, F. and Schachter, C. (1998) *Counterpoint in composition*.
Schönberg, A. (1999) *Structural Functions of Harmony*. COPE, D. (1997) *Techniques of the Contemporary Composer*. Schirmer books. Schönberg, A. (1987) *Fundamentals of Musical Composition*. Real Musical. Smith Brindle, R. (1992) *Musical Composition*. Oxford University Press.
Zamacois, J. (1997) *Curso de formas musicales*. Idea música.

RECOMMENDED FILMOGRAPHY WEBSITES OF INTEREST

www.sheetmusicplus.com
www.musicalchairs.info
www.lucksmusic.com
www.lucksmusic.com
www.imsip.org



ESCUELA UNIVERSITARIA
DE ARTES@*taiarts.com*
RECOLETOS-22 MADRID



Universidad
Rey Juan Carlos

REQUIRED MATERIALS FOR THE COURSE

Correct and constant use of the Virtual Campus: the teaching staff will upload additional didactic material on the course website.

Lined paper. Piano / Keyboard. Spotify account. Music notation software (Sibelius, Finale or similar), DAW and sound libraries (Kontakt may be required).

VISITS, MASTER CLASSES, EVENTS OR WORKSHOPS

VISITS, MASTER CLASSES, EVENTS AND ADDITIONAL WORKSHOPS