



## COURSE DESCRIPTIONS

### MUSIC CULTURE BA

#### Music Theory – Solfège 1

Code: BBN-ZEA-101

Aim of education

##### A) Knowledge

Students

- Can understand the characteristic parameters of the investigated musical eras.
- Know the important events of Music Theory and Solfège.
- Understand the importance and effects of the outstanding musical compositions from different musical eras.

##### B) Skills

Students

- Can analyze given Music Theory and Solfège projects independently.
- Can solve different tasks of Music Theory and Solfège alone and in a group.
- Can recognize the styles of different musical eras.

##### C) Attitudes

Students

- Can cooperate in the field of solving different tasks of Music Theory and Solfège.
- Consciously open for independent learning and to interpret, analyze and compare musical works.
- Develop their special competences of Music Theory and Solfège.

##### D) Autonomy and responsibility

Students

- Work independently their tasks of Music Theory and Solfège.
- Actively participate in the seminars, effectively collaborate with the instructor and the students.
- Consciously use the cooperative methods for developing student's activity.

Content of education

Solmization exercises, development of hearing and rhythm, musical skill development games.

Assessment

Oral exam (account), active participation in Solfège lessons.

## Required reading

Fekete, A. et al. Analysis of the seminar of creative music exercises. *Hungarian Education Research Journal* Vol. 12 Issue 1 (2021) <https://akjournals.com/view/journals/063/12/1/article-p91.xml>

Stoloff, B. *Vocal Improvisation Techniques*. Music Scales. New York, 1996  
[https://www.academia.edu/30074347/Bob\\_stoloff\\_scat\\_vocal\\_improvisation\\_techniques](https://www.academia.edu/30074347/Bob_stoloff_scat_vocal_improvisation_techniques)

## Music History – Music Culture 1 (oral account)

Code: BBN-ZEA-207

### Aim of education

#### A) Knowledge

##### Students

- Can understand the characteristic parameters of the investigated musical eras.
- Know the important events of Music History.
- Understand the importance and effects of the outstanding musical compositions from different musical eras.

#### B) Skills

##### Students

- Can analyze given music historical projects independently.
- Can solve different tasks of Music History alone and in a group.
- Can recognize the styles of different musical eras.

#### C) Attitudes

##### Students

- Can cooperate in the field of solving different tasks of Music History.
- Consciously open for independent learning and to interpret, analyze and compare musical works.
- Develop their special competences of Music Theory.

#### D) Autonomy and responsibility

##### Students

- Work independently their tasks of Music History.
- Actively participate in the seminars, effectively collaborate with the instructor and the students.
- Consciously use the cooperative methods for developing student's activity.

### Content of education

Knowledges of different musical pieces, basic music history of different historical eras.

### Assessment

Oral exam (account) and recognition test with sounding musical examples.

## Required reading

Rosen, Ch.: *The Classical Style*. W.W. Norton & Co., New York, 1998.

Rosen, Ch.: *The Romantic Generation*. Harvard University Press, Cambridge, 1995.

## Vocal – Instrumental Knowledges 1

Code: BBN-ZEA-303

Aim of education

### A) Knowledge

Students

- Know the literature of the acquired piano and vocal styles.
- Know the important musical events from the perspective of piano playing and singing.
- Can understand the importance and effects of the outstanding musical pieces.

### B) Skills

Students

- Can elaborate different themes in the field of piano playing and singing.
- Can solve different tasks in the field of piano playing and singing alone and in a group.
- Can recognize the styles of different musical eras.

### C) Attitudes

Students

- Can cooperate in the field of solving different tasks of Vocal and Instrumental Practice.
- Consciously open for independent learning and to interpret or compare musical works.
- Develop their special competences of piano playing and singing.

### D) Autonomy and responsibility

Students

- Work independently their tasks of Vocal and Instrumental Practice.
- Actively participate in the seminars, effectively collaborate with the instructor and the students.
- Consciously use the cooperative methods for developing student's activity.

Content of education

In studying and mastering the art of playing the piano and the voice training, our students are based on a carefully developed curriculum during the semesters. The material of the semesters is different, but they are built on each other, both in terms of content and technique of piano playing and singing.

Assessment

Assessment is based on the quantity and quality of compulsory material completed by the student during the semester, as well as his / her hourly work. Qualification: 5-level practical mark. Required reading

Ádám, J. (ed.): *A dal mesterei* [The masters of Song] I-VI. Editio Musica, Budapest, 2007-2013.

Bartók, B.: *Mikroközmű* [Microcosmos] I-VI. Editio Musica, Budapest, 2000-2004.

## **Conducting Practice 1**

Code: BBN-ZEA-401

Aim of education

### **A) Knowledge**

Students

- Know the literature of the acquired styles in the field of Choir Conducting.
- Know the important musical events from the perspective of Choir Conducting.
- Can understand the importance and effects of the outstanding musical pieces.

### **B) Skills**

Students

- Can elaborate different themes in the field of Choir Conducting.
- Can solve different tasks in the field of conducting alone and as a member of a group.
- Can recognize the styles of different musical eras.

### **C) Attitudes**

Students

- Can cooperate in the field of solving different tasks of Choir Conducting.
- Consciously open for independent learning and to interpret or compare musical works.
- Develop their special competences of Choir Conducting.

### **D) Autonomy and responsibility**

Students

- Work independently their tasks of Choir Conducting.
- Actively participate in the seminars, effectively collaborate with the instructor and the students.
- Consciously use the cooperative methods for developing student's activity.

Content of education

Different forms of choir conducting. (Choir voice training; leading of the rehearsals; differences and similarities between the rehearsals of parts and full choir; possibilities of choir education during the rehearsals; communication with the choir.)

Assessment

Assessment is based on the quantity and quality of compulsory material completed by the student during the semester, as well as his / her hourly work. Qualification: 5-level practical mark.

Required reading

Conducting material assigned by the instructor

## **Performance Practice 1**

Code: BBN-ZEA-441

Aim of education

### **A) Knowledge**

Students

- Can understand the characteristic parameters of the investigated musical eras.
- Know the important musical events from the perspective of the performance.
- Understand the importance and effects of the outstanding musical compositions from different musical eras.

### **B) Skills**

Students

- Can perform given musical projects independently.
- Can solve different tasks from the perspective of the performance alone and in a group.
- Can recognize the styles of different musical eras.

### **C) Attitudes**

Students

- Can cooperate in the field of solving different tasks of Performance Practice.
- Consciously open for independent learning and to interpret, analyze and compare musical works.
- Develop their special competences of Performance Practice.

### **D) Autonomy and responsibility**

Students

- Work independently their tasks.
- Actively participate in the seminars, effectively collaborate with the instructor and the students.
- Consciously use the cooperative methods for developing student's activity.

Content of education

Performing different musical pieces.

Assessment

Oral exam (account).

Required reading

Performing material assigned by the instructor

## Solfège – Score Reading Knowledges

Code: BBN-ZEA-119

Aim of education

### A) Knowledge

Students

- Can understand the main connections of score reading.
- Know the methods for the main developments of studying score reading.
- Know the specialties of different musical styles employed during score reading.

### B) Skills

Students

- Can compare different instruments and their possibilities during score reading.
- Can solve different score reading tasks alone and in a co-operation work.
- Can solve the special tasks in different eras of the music history, during score reading.

### C) Attitudes

Students

- Can cooperate in the field of solving different tasks of score reading.
- Consciously open for independent learning and to compare different score reading tasks.
- Develop their special competences of score reading.

### D) Autonomy and responsibility

Students

- Work independently their tasks in the field of score reading.
- Actively participate in the seminars, effectively collaborate with the instructor and the students.
- Consciously use the cooperative methods for developing student's activity.

Content of education

Gaining the special score reading routine for the different musical writings.

Assessment

Oral exam (account).

Required reading

Kelemen, I.: *Partitúraolvasás* [Score reading]. Eger, Líceum, 2006.

Nagy, O.: *Partitúraolvasás, partitúrajáték* [Score reading, score playing]. Budapest, Editio musica, cop. 1954.

## **Vocal – Instrumental Account 1**

Code: BBN-ZEA-331

Aim of education

### A) Knowledge

Students

- Know the literature of the acquired instrumental and/or vocal styles.
- Know the important musical events from the perspective of instrumental playing and/or singing.
- Can understand the importance and effects of the outstanding musical pieces.

### B) Skills

Students

- Can elaborate different themes in the field of instrumental playing and/or singing.
- Can solve different tasks in the field of instrumental playing and/or singing alone and in a group.
- Can recognize the styles of different musical eras.

### C) Attitudes

Students

- Can cooperate in the field of solving different tasks of instrumental playing and/or singing.
- Consciously open for independent learning and to interpret or compare musical works.
- Develop their special competences of instrumental playing and/or singing.

### D) Autonomy and responsibility

Students

- Work independently their tasks.
- Actively participate in the seminars, effectively collaborate with the instructor and the students.
- Consciously use the cooperative methods for developing student's activity.

Content of education

Performing different musical pieces.

Assessment

Oral exam (account).

Required reading

Performing material assigned by the instructor

## CLASSROOM MUSIC TEACHER MA

### Music Analyzis (oral account)

Code: TAN-ÉNE22-L-103

Aim of education

#### A) Knowledge

Students

- Can understand the basic connections of the history and theory of contemporary music.
- Know the methods for the development of theory teaching.
- Know the style marks of different musical eras.

#### B) Skills

Students

- Can recognize different melodies, rhythms, and harmonies.
- Can solve different tasks for developing musical memory and intonation alone and in a group.
- Can recognize the styles of different musical eras.

#### C) Attitudes

Students

- Can cooperate in the field of solving different tasks of Music Theory and Music History.
- Consciously open for independent learning and to interpret, analyze and compare musical works.
- Develop their special competences of Music Theory and Music History.

#### D) Autonomy and responsibility

Students

- Work independently their tasks of Music Theory and Music History.
- Actively participate in the seminars, effectively collaborate with the instructor and the students.
- Consciously use the cooperative methods for developing student's activity.

Content of education

The characteristics of melody, form and harmony of 20<sup>th</sup> century music, the stylistic periods of the century.

Assessment

Oral and written examination during the semesters, colloquium at the end of the semesters.

Required reading

Lendvai, E. *Symmetries of Music*. Kahn & Averill, Amersham, 1997.

Schoenberg, A. *Fundamentals of Musical Composition*. Faber & Faber, London, 1999.



## Choir Conducting – Choir Practice 1

Code: TAN-ÉNE22-L-141

Aim of education

### A) Knowledge

Students

- Know the literature of the acquired styles in the field of Choir Conducting.
- Know the important musical events from the perspective of Choir Conducting.
- Can understand the importance and effects of the outstanding musical pieces.

### B) Skills

Students

- Can elaborate different themes in the field of Choir Conducting.
- Can solve different tasks in the field of conducting alone and as a member of a group.
- Can recognize the styles of different musical eras.

### C) Attitudes

Students

- Can cooperate in the field of solving different tasks of Choir Conducting.
- Consciously open for independent learning and to interpret or compare musical works.
- Develop their special competences of Choir Conducting.

### D) Autonomy and responsibility

Students

- Work independently their tasks of Choir Conducting.
- Actively participate in the seminars, effectively collaborate with the instructor and the students.
- Consciously use the cooperative methods for developing student's activity.

Content of education

Separation of the two hands during conducting, interpretation of musical forms, the forming of musical phrases, ways of articulation, agogic, *crescendo*, *diminuendo*, acceleration, deceleration; conducting folk songs, art songs, canons, madrigals, motets etc.

Assessment

Assessment is based on the quantity and quality of compulsory material completed by the student during the semester, as well as his / her hourly work. Qualification: 5-level practical mark.

Required reading

Performing material assigned by the instructor

## **Chamber Singing**

Code: TAN-ÉNE-L-125

Aim of education

### **A) Knowledge**

Students

- Know the literature of the acquired styles in the field of chamber singing.
- Know the important musical events from the perspective of chamber singing.
- Can understand the importance and effects of the outstanding musical pieces.

### **B) Skills**

Students

- Can elaborate different themes in the field of chamber singing independently.
- Can solve different tasks in the field of chamber singing alone and as a member of a group.
- Can recognize the styles of different musical eras during their study.

### **C) Attitudes**

Students

- Can cooperate exceedingly in the field of solving different tasks of chamber singing.
- Consciously open for independent learning and to interpret or compare musical works.
- Develop their special competences of chamber singing.

### **D) Autonomy and responsibility**

Students

- Work absolute independently their tasks of chamber singing.
- Actively participate in the seminars, effectively collaborate with the instructor and the students.
- Consciously use the cooperative methods for developing student's activity.

Content of education

Creating vocal ensembles (occasionally with piano accompaniment) to enhance students' knowledge of performance, stylistics, and music history, and to develop their ensemble singing skills.

Assessment

Assessment is based on the quantity and quality of compulsory material completed by the student during the semester, as well as his / her hourly work.

Required reading

Performing material assigned by the instructor

## **Chamber Music**

Code: TAN-ÉNE-L-135

Aim of education

### **A) Knowledge**

Students

- Know the literature of the acquired styles in the field of chamber music.
- Know the important musical events from the perspective of chamber music.
- Can understand the importance and effects of the outstanding musical pieces.

### **B) Skills**

Students

- Can elaborate different themes in the field of chamber music independently.
- Can solve different tasks in the field of chamber music alone and as a member of a group.
- Can recognize the styles of different musical eras during their study.

### **C) Attitudes**

Students

- Can cooperate exceedingly in the field of solving different tasks of chamber music.
- Consciously open for independent learning and to interpret or compare musical works.
- Develop their special competences of chamber music.

### **D) Autonomy and responsibility**

Students

- Work absolute independently their tasks of chamber music.
- Actively participate in the seminars, effectively collaborate with the instructor and the students.
- Consciously use the cooperative methods for developing student's activity.

Content of education

Creating instrumental ensembles to enhance students' knowledge of performance, stylistics, and music history, and to develop their chamber music skills.

Assessment

Assessment is based on the quantity and quality of compulsory material completed by the student during the semester, as well as his / her hourly work.

Required reading

Performing material assigned by the instructor

## **Instrumental – Vocal Study**

Code: TAN-ÉNE-L-139

Aim of education

### **A) Knowledge**

Students

- Can understand the characteristic parameters of the investigated musical eras.
- Know the important events of Music History.
- Understand the importance and effects of the outstanding musical compositions from different musical eras.

### **B) Skills**

Students

- Can perform given music projects independently.
- Can solve different tasks alone and in a group.
- Can recognize the styles of different musical eras.

### **C) Attitudes**

Students

- Can cooperate in the field of performing different musical pieces.
- Consciously open for independent learning and to interpret and compare musical works.
- Develop their special competences of performing different musical pieces.

### **D) Autonomy and responsibility**

Students

- Work independently their tasks.
- Actively participate in the seminars, effectively collaborate with the instructor and the students.
- Consciously use the cooperative methods for developing student's activity.

Content of education

In studying and mastering the art of instrumental playing and voice training, our students are based on a carefully developed curriculum during the semesters. The material of the semesters is different, but they are built on each other, both in terms of content and technique of instrumental playing and singing.

Assessment

Assessment is based on the quantity and quality of compulsory material completed by the student during the semester, as well as his / her hourly work. Qualification: 5-level practical mark.

Required reading

Performing material assigned by the instructor

## **Special Teaching Method for Classroom Music (oral account)**

Code: TAN-ÉNE-L-163

Aim of education

### **A) Knowledge**

Students

- Know the special methodological aspects of curriculum selection and organization, and the scientific results.
- Know the background, curriculum, and examination requirements for the teaching of classroom music.
- Can understand the importance and effects of the outstanding musical pieces, and the possibilities of applying a special methodological approach.

### **B) Skills**

Students

- Can elaborate different themes in the field of special teaching method independently.
- Can solve different tasks in the field of special teaching method alone and as a member of a group.
- Can recognize the styles of different musical eras during their study.

### **C) Attitudes**

Students

- Can cooperate exceedingly in the field of solving different tasks of special methodology.
- Consciously open for independent learning and to interpret or compare musical works.
- Strive to improve their knowledge in the field of special teaching method continuously.

### **D) Autonomy and responsibility**

Students

- Work absolute independently their tasks in the field of special teaching method.
- Actively participate in the seminars, effectively collaborate with the instructor and the students.
- Consciously use the cooperative methods for developing student's activity.

Content of education

Overview of the history of classroom music teaching in Hungary – the Kodály-concept. The personality of the classroom music teacher, rhetorical skills, teaching songs, listening to music.

Assessment

Assessment is based on the quantity and quality of compulsory material completed by the student during the semester, as well as his / her hourly work.

Required reading

Bibliography assigned by the instructor

## **Special Teaching Method for Classroom Music – Seminar**

Code: TAN-ÉNE-L-164

Aim of education

### **A) Knowledge**

Students

- Know the special methodological aspects of curriculum selection and organization, and the scientific results.
- Know the background, curriculum, and examination requirements for the teaching of classroom music.
- Can understand the importance and effects of the outstanding musical pieces, and the possibilities of applying a special methodological approach.

### **B) Skills**

Students

- Can elaborate different themes in the field of special teaching method independently.
- Can solve different tasks in the field of special teaching method alone and as a member of a group.
- Can recognize the styles of different musical eras during their study.

### **C) Attitudes**

Students

- Can cooperate exceedingly in the field of solving different tasks of special methodology.
- Consciously open for independent learning and to interpret or compare musical works.
- Strive to improve their knowledge in the field of special teaching method continuously.

### **D) Autonomy and responsibility**

Students

- Work absolute independently their tasks in the field of special teaching method.
- Actively participate in the seminars, effectively collaborate with the instructor and the students.
- Consciously use the cooperative methods for developing student's activity.

Content of education

Seminar connecting to the lecture Special Teaching Method for Classroom Music (oral account)

Assessment

Assessment is based on the quantity and quality of compulsory material completed by the student during the semester, as well as his / her hourly work.

Required reading

Bibliography assigned by the instructor