**MUS 3111 Basics in Writing Fugues and African Song Cycle**

*Description:*

The course offers compositional skills in writing fugues and African song-cycles. It examines the theoretical background of the exposition of fugues in the style of J S Bach. In addition, the course examines the scoring for chords of the strings, woodwinds, and brasses of an orchestra. The course also examines the theoretical background of an African song cycle and the analysis of several song cycles. Poems on a related topic are examined, their flow of ideas, expressions, mood, texture, accompaniment, and form. In addition, the course examines the traditional African musical instruments. Students begin on a composition project of two fugues and one song cycle, guided by the supervisor.

***Objectives:***

1. To equip students with skills for writing an exposition of at least a three-voice fugue in both the major and minor modes, in the style of J S Bach
2. To impart skills for writing chords for the strings, woodwinds, and brass sections of a western orchestra
3. To impart skills for writing an ethnic poem on a given topic
4. To offer skills for writing a melody on a given text of a tonal language
5. To impart skills for writing a melody for a traditional African instrument
6. To impart skills for writing traditional instrumental music accompaniment for voice

*Course Outline*

Western Music

Topic 1: Theoretical Background to a Fugue’s Exposition

* Theme/Subject, Type of Answers, Voices
* Tonal Relationship of Subject and Answer, Counter-subjects, Episodes, Stretto, End of Exposition

Topic 2: Analysis of Exposition of a Fugue in a Major Key

* Theme/Subject, Type of Answers, Voices
* Tonal Relationship of Subject and Answer, Counter-Subjects, Episodes, stretto, End of exposition

Topic 3: Scoring Chords for a Combination of Strings and Brasses

* Interlocking, Juxtaposition, Enclosure, and Overlapping

Topic 4: Scoring Chords for a Combination of Woodwind and Brasses

* Interlocking, Juxtaposition, Enclosure, and Overlapping

Topic 5: Fugue Composition Project Supervision

African/Ethnic

Topic 6: Theoretical Background of a Song Cycle

* Poems on a Related Topic, Flow of Ideas in a Group of Poems, Mood in a Given Poem

Topic 7: Ethnic musical instruments:

* Technicalities, Tone Colors/Timbres, of Ethnic Music Instruments, Balance, and Scoring

Topic 8: Song Cycle Composition Project Supervision

Topic 9: Setting Music to Poems, and Individual Guidance to Poem Writing

*Learning Outcomes*

1. Ability to analyze and write an exposition of at least a three-voice fugue in both major and minor keys in a style of J S Bach
2. Ability to orchestrate homophonic music for the string, woodwind, and brass section of an orchestra
3. Ability to write an original poem, set music to it, and give it an instrumental accompaniment in one’s ethnic music style

*Methods of Teaching/Delivery*

Lectures, tutorials, demonstrations, singing, group and individual assignments, Individual meetings with the course instructor

*Modes of Assessment*

Course Work

* Attendance and participation in class discussions: 5%
* Weekly Assignments: 20%
* Mid-semester test: 15%

Final Examination

Written: 60%

*Selected Readings*

Benjamin, Thomas. 1986. *Counterpoint in the Style of J.S. Bach*. New York: Schirmer Books.

Dawes, Neville and Kwame Dawes. 2010. *Fugue and Other Writings.* New York: Peepal Tree Press.

Groocock, Dorene. 2003. *Fugal Composition: A Guide to the Study of Bach's '48' (Contributions to the Study of Music and Dance)*. Westpost, CA: Greenwood Press**.**

# Kerman, Joseph. 2007. *The Art of Fugue: Bach Fugues for Keyboard, 1715-1750.* Berkley: California University Press.

# Ledbetter, David. 2002. *Bach's Well-Tempered Clavier: The 48 Preludes and Fugues.* New Haven and London: Yale University Press.