

**Table 1. Colloquy Adaptations**

Semester.Unit	Content Focus	Format	Description
1.2	Minor mode Compound meter	10 minutes _____ 1 student 2 instructors _____ Prepared literature and at-sight analysis/ performance	Students bring repertoire from their ensembles or applied studios prepared to discuss and perform. Repertoire must be in minor mode.  Instructors provide repertoire in compound meter for students to discuss and perform at-sight.
2.1	Species counterpoint Voice-leading Consonance Dissonance/NCTs Harmonic implications Cadence identification	10 minutes _____ 1 student 2 instructors _____ At-sight analysis/ performance	Students discuss contrapuntal relationships between voices and identify types of NCTs, implied harmonies, and cadence types.  Students also sing, count, and conduct individual voices at-sight.
2.3	Small forms Diatonic harmony Secondary function	20 minutes _____ 1 student 2 instructors _____ Prepared literature	Two students receive the same literature selection and determine essential content collaboratively, practice the conversation, and share critiques, but complete the colloquy independently.
3.2	Multi-movement works Sonata-allegro form Compound ternary Sectional variations Rondo Sonata rondo	20 minutes _____ 3-4 students 2 instructors _____ Prepared literature	Students are placed into small groups and assigned a complete four-movement Mozart symphony. Students must prepare a joint, comprehensive discussion of the sonata-allegro first movement to open the colloquy. Instructors ask students individually to discuss the form and formal sections of the remaining movements.
3.3	Chromaticism	10 minutes _____ 1 student 2 instructors _____ Prepared literature	All students receive the same literature in advance: a Bach fugue, a first movement of a Mozart piano sonata, and a Chopin nocturne. Students must prepare a discussion of the chromatic content of each, focusing specifically on the development of chromatic resources in the Common-Practice period.  Students are encouraged to determine essential content collaboratively, practice the conversation, and share critiques, but complete the colloquy independently.
4.2	Twentieth-Century/ Contemporary Music	30 minutes _____ 3-4 students 2 instructors Invited guests _____ Prepared literature	Student groups work with instructors to select one twentieth-century or contemporary work on which to present a public colloquy. Because of the public format, students are expected to address conceptual musical principals using whatever verbal and nonverbal means the group believes will facilitate understanding among lay music aficionados.