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| <b>DEREE COLLEGE SYLLABUS FOR:</b> <span style="float: right;"><b>(3/0/3)</b></span><br><b>MU 1000 LE LISTENING TO MUSIC</b><br>(Previously MU 1000 Music I)<br>(Fall 2017) |   |
| <b>PREREQUISITES:</b>   | None  |
| <b>CATALOG DESCRIPTION:</b>   | This course aims to develop student’s musical knowledge and listening skills through the examination of musical genres and diverse examples of musical practice in varied social, cultural, and historical contexts. Students will learn about the ethical qualities attributed to music over time and what music might mean in varied contexts and through extra-musical association.  |
| <b>RATIONALE:</b>   | This introductory liberal education course acquaints students with the fundamental musical concepts and vocabulary. Students develop aural awareness and knowledge of stylistic developments in music in a social, cultural and historical context. This course is offers foundational learning about music history.  |
| <b>LEARNING OUTCOMES:</b>   | <p>Upon successful completion of this course the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of fundamental musical elements, genres, and means of expression.</li> <li>2. Recognize and discuss diverse musical expressions and their functions in varied social, cultural, and historical contexts.</li> <li>3. Identify and discuss ways in which music supports the formation of identity and social inclusion.</li> <li>4. Discuss the ethical qualities attributed to music over time.</li> </ol>  |
| <b>METHOD OF TEACHING AND LEARNING:</b>   | <p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> <li>➤ In class instructional hours including: lectures, listening exercises and group discussions</li> <li>➤ In addition to tutor led instructional hours, students are expected to dedicate approximately 110 hours to individual study including: listening, reading, written exercises, online class activities and project submissions</li> <li>➤ Concert attendance</li> <li>➤ Office hours: students are encouraged to make full use the instructor’s office hours</li> <li>➤ Blackboard online learning: where instructors post course information, lecture notes or slides, assignment instructions, announcements and additional resources</li> <li>➤ Student Academic Support Services (SASS): students can seek additional academic support through individualized peer tutoring.</li> </ul> |

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| <b>ASSESSMENT:</b>  | <p>Summative:</p> <table border="1" data-bbox="477 233 1445 384"> <tr> <td>Project portfolio<br/>Learning outcomes 1, 2, 3</td> <td style="text-align: center;"><b>50%</b></td> </tr> <tr> <td>Final exam<br/>Learning outcomes 1, 2, 4</td> <td style="text-align: center;"><b>50%</b></td> </tr> </table> <p>Formative:</p> <table border="1" data-bbox="477 415 1445 459"> <tr> <td>Quizzes and listening exercises</td> <td style="text-align: center;"><b>0</b></td> </tr> </table> <p>The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. Students are not required to resit failed assessments in this module. Failure to pass the module results in module repeat.</p>  | Project portfolio<br>Learning outcomes 1, 2, 3 | <b>50%</b> | Final exam<br>Learning outcomes 1, 2, 4 | <b>50%</b> | Quizzes and listening exercises | <b>0</b> |
| Project portfolio<br>Learning outcomes 1, 2, 3                            | <b>50%</b>   |  |            |   |            |                                 |          |
| Final exam<br>Learning outcomes 1, 2, 4                                   | <b>50%</b>   |  |            |   |            |                                 |          |
| Quizzes and listening exercises   | <b>0</b>   |  |            |   |            |                                 |          |
| <b>INDICATIVE READING:</b>  | <p><b>REQUIRED READING:</b><br/>Arnold, A.E., Kramer, J. C. 2016. <i>What in the World is Music</i>, Routledge (e-text)</p> <p><b>RECOMMENDED READING:</b><br/>Kamien, Roger. <i>Music: An Appreciation</i>. (any edition), McGraw-Hill, US. Part one: The Elements</p> <p>Miller, T.E. &amp; Shahriari, A. 2009. <i>World Music: A Global Journey</i>, 2nd ed. &amp; accompanying CDs, Routledge, New York. Chapter 1. Before the Trip Begins: Fundamental Issues and Chapter 3 Cultural Considerations: Beyond the Sounds Themselves</p> <p>Titon, J.T. (ed) 2001. <i>Worlds of Music: an Introduction to the Music of the World's Peoples</i>, 4th ed., Belmont, CA: Schirmer/Thomson Learning. Chapter 1. The Music-Culture as a World of Music</p> <p>Weiss, P. &amp; Taruskin, R. 2007. <i>Music in the Western World, a History in Documents</i>. 2<sup>nd</sup> ed. Schirmer Books, New York. (Cengage Learning) Chapters 3. Plato's Musical Idealism, 4. Aristotle and the Purposes of Music, 11. Music as a Liberal Art, 12. Before Notation</p> |  |            |   |            |                                 |          |
| <b>INDICATIVE MATERIAL:</b><br>(e.g. audiovisual, digital material, etc.) | <p><b>REQUIRED MATERIAL:</b><br/>Audio-visual links and/or lecture slides with links to listening assignments will be posted on Blackboard</p> <p><b>RECOMMENDED MATERIAL:</b></p>   |  |            |   |            |                                 |          |
| <b>COMMUNICATION REQUIREMENTS:</b>  | Blackboard and an active ACG e-mail account  |  |            |   |            |                                 |          |
| <b>SOFTWARE REQUIREMENTS:</b>   | Microsoft WORD<br>Internet connection for access to online music databases (available through the college library)   |  |            |   |            |                                 |          |
| <b>WWW RESOURCES:</b>   | An Introduction to the elements of music<br><a href="https://www.thoughtco.com/the-elements-of-music-2455913">https://www.thoughtco.com/the-elements-of-music-2455913</a>  |  |            |   |            |                                 |          |

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|                                   | <p>The Elements of music and music theory<br/> <a href="https://www.musictheory.net/">https://www.musictheory.net/</a></p>   |
| <p><b>INDICATIVE CONTENT:</b></p> | <ol style="list-style-type: none"> <li>1. The Elements of Music-developing musical awareness       <ol style="list-style-type: none"> <li>1.1 Properties of sound: duration, pitch, intensity, tone color</li> <li>1.2 The Elements of Music-melody, harmony, key, texture, form, musical style</li> </ol> </li> <li>2. Performing Media- instruments, voices and ensembles       <ol style="list-style-type: none"> <li>2.1 Instrument families: strings, woodwinds, brass, percussion, keyboards</li> <li>2.2 Vocal types</li> <li>2.3 Ensembles</li> </ol> </li> <li>3. Ethical Qualities of Music (Ethos)       <ol style="list-style-type: none"> <li>3.1 Confucius</li> <li>3.2 Plato</li> <li>3.3 Aristotle</li> <li>3.4 Music as a liberal art</li> </ol> </li> <li>4. Music and Culture- diverse musical expressions in context.       <ol style="list-style-type: none"> <li>4.1 What is music- universal language or culturally specific activity</li> <li>4.2 Ceremonies, rituals and celebrations: sacred and the secular</li> <li>4.3 Music literacy and oral traditions: improvisation -performer and composer</li> </ol> </li> <li>5. Music and Identity       <ol style="list-style-type: none"> <li>5.1 Music and social-political change</li> <li>5.2 National/ethnic features in music</li> </ol> </li> <li>6. Music and the Extra-musical (selected topics)       <ol style="list-style-type: none"> <li>6.1 Absolute music and program music</li> <li>6.2 Music and words</li> <li>6.3 Music and drama</li> <li>6.4 Music and image</li> </ol> </li> </ol> |