

<b>DEREE COLLEGE SYLLABUS FOR:</b>		<b>(3/0/3)</b>						
<b>PREREQUISITES:</b>	None							
<b>CATALOG DESCRIPTION:</b>	Students will learn about and gain practical experience of the music of diverse cultures through collaborative group music making activities. They will develop musical understanding and fundamental skills in reading and music notation and performing as a member of a group. Students will attend cultural events and plan and engage in activities that serve the community.							
<b>RATIONALE:</b>	This introductory liberal education course offers students the opportunity to acquire and apply basic practical musical skills, drawing from a variety of musical styles and cultures. Students learn to participate in collaborative music making and to appreciate forms of musical expression within a social and cultural context. They also learn to engage in group musical activities and to serve the needs of specific community groups.							
<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 basic understanding of the symbolic notation of pitch, rhythm and dynamics, and how they are interpreted into sound</li> <li>2. Engage in the performance of stylistically diverse music and contribute to collaborative music making</li> <li>3. Discuss the cultural context and social function of diverse musical examples.</li> <li>4. Demonstrate the ability to organize, participate and reflect upon collaborative musical activities in service of the needs of the local and wider community.</li> <li>5. Identify and discuss ethical issues arising from collaborative community music making and from the interaction between ‘facilitator’ and participant’.</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>➤ Group rehearsals and individual practice</li> <li>➤ Lectures, discussions and group work</li> <li>➤ Viewing of various recorded music performances</li> <li>➤ Workshop activities planning</li> <li>➤ Attendance to live cultural events</li> <li>➤ Participation in group performance event</li> <li>➤ Use of a Blackboard site, where instructor posts musical links related to the module, announcements and additional resources</li> </ul>							
<b>ASSESSMENT:</b>	<p>Formative:</p> <table border="1" style="width: 100%;"> <tr> <td>In class discussions</td> <td style="text-align: center;"><b>0</b></td> </tr> </table> <p>Summative:</p> <table border="1" style="width: 100%;"> <tr> <td>Midterm portfolio of written work</td> <td style="text-align: center;"><b>30%</b></td> </tr> <tr> <td>Final Community project</td> <td style="text-align: center;"><b>70%</b></td> </tr> </table> <p>Midterm folio assesses learning outcomes 1, 3, 5  Final performance project assesses learning outcomes 1, 2, 4, 5</p> <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>		In class discussions	<b>0</b>	Midterm portfolio of written work	<b>30%</b>	Final Community project	<b>70%</b>
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<b>INDICATIVE READING:</b>	<p><b>REQUIRED READING:</b>  Materials will be assigned by the instructor</p> <p><b>RECOMMENDED READING:</b>  Higgins, L. <i>Community: In Theory and Practice</i>, Oxford University Press, 2012.</p>							

<b>INDICATIVE MATERIAL:</b> <i>(e.g. audiovisual, digital material, etc.)</i>	<b>REQUIRED MATERIAL:</b> Audio-visual links and/or lecture slides with links to listening assignments will be posted on Blackboard <b>RECOMMENDED MATERIAL:</b>
<b>COMMUNICATION REQUIREMENTS:</b>	Blackboard and an active ACG e-mail account
<b>SOFTWARE REQUIREMENTS:</b>	Internet connection for access to online music databases (available through the college library)
<b>WWW RESOURCES:</b>	Ways to listen to music <a href="http://www.naxos.com/education/enjoy2_waystolisten.asp">http://www.naxos.com/education/enjoy2_waystolisten.asp</a> How to become a better listener <a href="http://www.youtube.com/watch?v=IU3V6zNER4g&amp;feature=related">http://www.youtube.com/watch?v=IU3V6zNER4g&amp;feature=related</a> Music Notation <a href="http://method-behind-the-music.com/theory/notation#timesigs">http://method-behind-the-music.com/theory/notation#timesigs</a> Greek Instrument Museum <a href="http://www.instruments-museum.gr/products1.php?lang=1&amp;wh=8">http://www.instruments-museum.gr/products1.php?lang=1&amp;wh=8</a> Musical cultures at Brandman University <a href="https://sites.google.com/site/musicalcultures/">https://sites.google.com/site/musicalcultures/</a>
<b>INDICATIVE CONTENT:</b>	<p>Musical Skills and Artistic Process</p> <ol style="list-style-type: none"> <li>1.1 Sound production and group exercises</li> <li>1.2 Basic principles of singing</li> <li>1.3 Music memory-learning music by ear</li> <li>1.4 Notation of rhythm</li> <li>1.5 Notation of pitch</li> <li>1.6 Enunciation-pronunciation of different languages</li> <li>1.7 Musical directions - following tempo, dynamics,</li> </ol> <p>Understanding of Music of Diverse Cultures</p> <ol style="list-style-type: none"> <li>2.1 Why and how music differs from place to place</li> <li>2.2 How music varies according to the social function it serves</li> <li>2.3 Oral transmission of music vs. musical notation.</li> <li>2.4 Improvisation vs. composition</li> <li>2.5 Selected musical examples in focus</li> </ol> <p>From Planning to the Evaluation of a Collaborative Group Performance</p> <ol style="list-style-type: none"> <li>3.1 Organization of a cultural community event</li> <li>3.2 Selecting appropriate music</li> <li>3.3 Preparation of repertoire</li> <li>3.4 Final presentation</li> <li>3.5 Reflection on the outcomes and reception</li> </ol> <p>Collaborative Work and Community Music</p> <ol style="list-style-type: none"> <li>4.1. Identifying the needs of institutions in the local or global community</li> <li>4.2. Ethical issues arising from community music making</li> <li>4.3. The relationship between community music ‘facilitator’ and ‘participant’</li> <li>4.4. Music as a form of cultural exchange, communication, entertainment, education, psychological support, trust, hospitality, friendship</li> <li>4.5. Ethical principles of collaborative music work: respect of common rules, peer needs responsibility, personal integrity</li> <li>4.6 The dynamics of music ensemble: leading and following; listening and blending</li> </ol>