

Washtenaw Community College Comprehensive Report

MUS 185 Western Music History Survey Proposed start term: Winter 2011

Course Cover

Division: Humanities and Social Science

Department: Performing Arts

Discipline: Music

Course Number: 185

Org Number: 11630

Full Course Title: Western Music History Survey

Transcript Title: Western Music History Survey

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission:

Change Information:

Rationale: This course will supplement existing music courses and provide music students with tools for basic understanding, critical listening and knowledge of the history of music, particularly Western classical music.

Proposed Start: Winter 2011

Course Description: This is an introductory music history course covering the major stylistic periods in the development of music in Western civilization. Students will develop skills to listen to music critically and place it in historical context, and will study the fundamental elements of music necessary for focused listening. Students will be introduced to representative composers, works and styles from a variety of periods from early music through the present.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Other: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: **Student:**

Repeatable for Credit: NO

Grading Methods: Letter Grades

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

Requisites

General Education

Request Course Transfer

Proposed For:

Eastern Michigan University

Michigan State University

University of Michigan

Student Learning Outcomes

Student Learning Outcomes

1. Identify and define the essential elements of music, including melody, rhythm, pitch, texture, dynamics, form and style.

Assessment 1

Assessment Tool: Departmentally-developed exam

Assessment Date: Fall 2013

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Assessments will be scored using a departmental exam.

Standard of success to be used for this assessment: 70% of students will achieve 75% or higher on each outcome.

Who will score and analyze the data: Assessments will be blind-scored by departmental faculty.

2. Recognize and describe the major developments of Western music from early music through the present, as well as major composers and their musical contributions and characteristics.

Assessment 1

Assessment Tool: Departmentally-developed exam

Assessment Date: Fall 2013

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Assessments will be scored using a departmental exam.

Standard of success to be used for this assessment: 70% of students will achieve 75% or higher on each outcome.

Who will score and analyze the data: Assessments will be blind-scored by departmental faculty.

3. Apply the essential elements of music to the critical listening and analysis of musical compositions of varying styles, periods and genres.

Assessment 1

Assessment Tool: Departmentally-developed exam

Assessment Date: Fall 2013

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Assessments will be scored using a departmental exam.

Standard of success to be used for this assessment: 70% of students will achieve 75% or higher on each outcome.

Who will score and analyze the data: Assessments will be blind-scored by departmental faculty.

Course Objectives

1. Identify properties of sound, such as pitch, dynamics and tone color.

Methods of Evaluation

Class Attendance, Participation or Work

Exams/Tests

Quizzes

Matched Outcomes

1. Identify and define the essential elements of music, including melody, rhythm, pitch, texture, dynamics, form and style.

2. Recognize differences in voices (high vs. low) and types of instruments.

Methods of Evaluation

Class Attendance, Participation or Work
Exams/Tests
Quizzes

Matched Outcomes

1. Identify and define the essential elements of music, including melody, rhythm, pitch, texture, dynamics, form and style.

3. Identify different kinds of beats, meters, accents, syncopations and tempi.

Methods of Evaluation

Class Attendance, Participation or Work
Exams/Tests
Quizzes

Matched Outcomes

1. Identify and define the essential elements of music, including melody, rhythm, pitch, texture, dynamics, form and style.

4. Recognize basic musical notations of pitch, rhythm, rests and meters, as well as the parts of a musical score.

Methods of Evaluation

Class Attendance, Participation or Work
Exams/Tests
Quizzes

Matched Outcomes

1. Identify and define the essential elements of music, including melody, rhythm, pitch, texture, dynamics, form and style.

5. Identify and/or define the elements that comprise melody and harmony (e.g. consonance and dissonance, intervals, chords, etc.), as well as musical key (major, minor, chromatic).

Methods of Evaluation

Class Attendance, Participation or Work
Exams/Tests
Quizzes

Matched Outcomes

1. Identify and define the essential elements of music, including melody, rhythm, pitch, texture, dynamics, form and style.

6. Listen for and identify different types of musical forms.

Methods of Evaluation

Class Attendance, Participation or Work
Exams/Tests
Quizzes

Matched Outcomes

1. Identify and define the essential elements of music, including melody, rhythm, pitch, texture, dynamics, form and style.

7. Recognize and describe the following musical eras, movements and major composers and their contributions: A). Middle Ages (450-1450): Gregorian Chant; secular music in the Middle Ages; polyphony; composers such as Machaut B). Music in the Renaissance (1450-1600): sacred and secular music; instrumental music; composers such as Josquin and Palestrina C). Baroque Music (1600-1750): Baroque musical forms; the fugue; vocal music (opera, cantata, oratorio); instrumental music (concerto, keyboard music); composers such as Handel, Bach and Vivaldi D). The Classical Period (1750-1820): classical style and form; sonata form; the classical symphony; chamber music; opera; composers such as Mozart, Haydn and Beethoven E). The Romantic Era (1820-1900): the art

song, piano music; program music; nationalism; opera; composers such as Schubert, Schumann, Chopin, Liszt, Mendelssohn, Berlioz, Smetana, Dvorak, Tchaikovsky, Verdi and Wagner F). The Twentieth Century and beyond (1900-present): impressionism and symbolism; neoclassicism; expressionism; modern nationalism; postmodernism; influences from jazz and musical theater; composers such as Debussy, Stravinsky, Schoenberg, Berg, Webern, Bartok, Ives, Gershwin, Still, Copland, Cage and Adams

Methods of Evaluation

Class Attendance, Participation or Work

Exams/Tests

Quizzes

Matched Outcomes

2. Recognize and describe the major developments of Western music from early music through the present, as well as major composers and their musical contributions and characteristics.

New Resources for Course

Course Textbooks/Resources

Textbooks

Kamien, R. *Music, An Appreciation*, 6th Brief ed. McGraw-Hill, 2008

Manuals

Periodicals

Software

Other

Equipment/Facilities

Level III classroom

Other: CD/audio tape player