

**Comprehensive Course Syllabus-Music Appreciation  
FAR 300**

**COURSE DESCRIPTION:**

In Music Appreciation, the student will recognize the development of music from an historical and cultural perspective. The course will begin with a survey of the elements of music. Students will study how to read notes on treble and bass clef staves and discover basic music terminology, instrument families, tempo, rhythm, form and meter. These elements will then be used throughout the course as a foundation for discussion of music throughout history. The main focus in this course will be “Western” music (from ancient Greek to current American popular music) however; students will be encouraged to explore music from other cultures in individual projects. Students will gain an understanding of the context in which music was created by:

- Defining and describing various kinds of melody, harmony, rhythm, and texture
- Comparing and contrasting these elements in different works
- Recognizing and aurally identifying style characteristics, genres, and representative masterworks from various periods.
- Identifying major historical periods and relating them to parallel developments in history art, and literature;
- Recognizing and discussing the function of the music (is it patriotic, religious, politically charged, for entertainment)

**INSTRUCTOR:**

Emily Cooley

**D105 OFFICE HOURS:**

A-D days: 9-10am

Also available by Appointment

**Contact Information:**

**OFFICE PHONE:** 630-907-5915

**E-MAIL:** [ecooley@imsa.edu](mailto:ecooley@imsa.edu)

**MEETING TIMES:**

A, B, D days (3): 10-10:55am

**MEETING ROOM:** D110

**TEXTS/MATERIALS:**

- Tablet/Laptop
- Notebook and folder
- Muscore (free downloadable software)

- Audacity (free downloadable software)
- Headphones
- All additional materials will be provided throughout the semester

### **Essential Content:**

Through listening and analysis along with researching the historical and cultural contexts of music from different eras in Music Appreciation, students will develop their aesthetic awareness and skills. Through interpreting the reason for creation of various masterworks and analyzing various interpretations (different versions and performances of works) they will develop their musical proficiency.

### **The essential content in this course will include aspects of each of the five overarching Fine Arts Learning Standards:**

#### **Creation and Creativity**

##### **Aesthetics**

- Through Critical Listening and Analysis, students will come to appreciate the different building blocks that create music. They will recognize trends throughout history of what kind of music represents various emotions, study composer mindset, and discuss differences in opinion in what constitutes “good,” or “interesting” music-harmonically, melodically, and rhythmically.

##### **Appreciation**

- Students will be asked to question what it is about their personal music preferences that they most enjoy. They will start to recognize what elements appear in great music across a large variety of genres. They will study what elements of music elicit different emotions and discuss what determines different styles of music

##### **Culture and Style**

- Students will study the role of music in different cultures and the historical context in which different works were created. They will research the lives of famous composers and discuss how various pieces fit with what else was happening in a particular culture at a particular time. Movements that crossed the borders of literature, art, and music will be discussed (romanticism, impressionism, minimalism, etc.). Students will question in what ways music and history have influenced each other at different times.

##### **Connections**

- As mentioned above, students will make connections between a piece of music and its cultural and historical contexts.

##### **Language**

- Students will be exposed to a variety of musical vocabulary and will discover how to effectively describe different sounds in terms of specific musical elements. By the end of the semester, students should be able to write effective performance critiques on different musical styles. They will also learn about how language used by the great composers throughout history (text painting).

## **SSL's**

I.A Develop automaticity in skills, concepts, and processes that support and enable complex thought.

- Music Appreciation students will become adept at using appropriate music terminology, note reading, and instrument families

I.B Construct questions which further understanding, forge connections, and deepen meaning.

- Through listening and research, students will forge connections between music, history and culture. Example: the parallels of the Romantic era in literature, visual arts and music.

II.A Identify unexamined cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry.

- Students will examine connections that major historical events had on composers Example: The influence of Messiaen's experience as a prisoner of war on his compositions, or the reasoning behind Shostakovich's symphonies being banned in the USSR.

III.B Recognize, pursue, and explain substantive connections within and among areas of knowledge.

- Connecting music with history, language, culture (discussed above)

IV.D Develop an aesthetic awareness and capability.

- Through guided listening and comparing/contrast of different types of music students will become adept at describing different aesthetic aspects of music.

## **INSTRUCTIONAL DESIGN AND APPROACH:**

Students are expected to participate actively in classroom discussions and demonstration each week. Daily class time will be comprised of a combination of guided listening (of music recordings), class discussion, and occasional lectures. There will be regular homework that will involve either a worksheet or a listening assignment on moodle to which students will be expected to respond to specific questions about the piece of music. Students will be encouraged to attend two live concerts throughout the semester and write a detailed critique of the performances. If this is not possible, students will be allowed to substitute a live performance with a video recording. There will be two research projects in the second quarter- the first on a specific composer, the second on a specific influential work of music. Students will present their findings to the class. Students will regularly utilize the IRC databases "Music

online,” and “ Classic Music in Video” as well as youtube and other online resources for music research and recordings.

### **ASSESSMENT PRACTICES, PROCEDURES, and PROCESSES:**

Grades will be apportioned as follows:

Class Participation (daily discussion, as well as in-class assignments): 20%

Homework and quizzes: 35%

Concert Reports: 5%

Research Projects/Presentations: 20%

Tests: 20%

### **ACADEMIC INTEGRITY**

Students are expected to do original work without plagiarism. Students who have been suspected of plagiarism or turning in work of others will be referred to the Dean of Students for disciplinary action (see Student Handbook).

In Accordance with the IMSA Honor’s Statement:

As a member of the IMSA community, I will respect and take pride in myself, my peers, and our achievements. I will promote growth in myself and our community by using my intellect and energy to their fullest potential. I will act to uphold this statement in all of my endeavors to foster a community of trust by being honest, trustworthy, fair, respectful, and responsible.

### **SEQUENCE OF TOPICS AND ACTIVITIES:**

Course Outline

**Unit 1: Elements of Music:** Introduction to listening and appreciating music focuses on creating a foundation of knowledge and vocabulary for discussing and analyzing musical performances. A study in the various ways in which one can listen to music generates discussion about the role of music in one’s life.

- Students will learn definition of musical elements such as melody, pitch, rhythm, meter, texture, form, major vs. minor. They will be able to correctly identify elements in a piece of music.
- Students will learn the basics of reading music—notes on the staff/note types
- Students will identify the sound of instruments and be able to assign them to a family
- Students will identify different types of voice
- Students will discuss different genres of music that they are already aware of—they will contemplate what elements are the deciding factor in what genre a piece of music belongs to. Discuss differences between “classical,” “traditional,” and “popular” music. Discuss other subgenres. Discuss different purposes for music.

- Assessments: Short Presentations on Instrument Families, Class participation, Keyboard Skills, Listening Homework with responses, Muscores composition, Test #1

## **Unit 2: Popular Genres: Jazz to Heavy Metal**

- Students will explore the roots of jazz and the types of music that combine to create jazz
- Students will explore the effects of jazz has had on American culture
- Students will explore how teamwork and collaboration play an important role in jazz
- Students will explore the evolution of jazz from Dixieland to Swing to Big Band.
- Students will learn about the origins and development of early Rock- from a merger of Western Swing and Rhythm and Blues
- Students will explore the diverse styles that emerged after the “British Invasion” of the 60’s:
  - 70’s Genres: Folk Rock, Art Rock, Disco, Heavy Metal, Southern Rock
  - 80’s Genres: New Wave, Rap
  - 90’s Genres: Alternative, Acoustic Rock, Grunge
  - Assessments: Informal discussion, Listening assignments, presentation
- Students will work in small groups to research a “popular” genre of their choice (each small group will choose a different genre. Students will give a presentation to the class on their findings.

## **Unit 3: Ancient to Renaissance Music**

The origins of Western art music lie in the society of ancient Greece. The Greeks wrote much about music theory that still influences music today. The concepts of rhythm and harmony find their roots in the church music of the Middle Ages.

- Students will explore the evolution of written music notation.
- Students will discuss ancient Greek beliefs in the purpose of music and its place in society.
- Students will explore the evolution of modern modality, along with ancient beliefs about different emotions/actions associated with different modes.
- Students will explore the development of polyphony.
- Students will explore the use of instrumental music in the Middle Ages.
- Students will research Sacred vs. Secular music in Renaissance Music.
  - Assessments: Class participation, Listening Homework with responses, Listening/written quiz

#### **Unit 4: Baroque Music**

Understanding the basic elements of Baroque music allows students to easily identify the music and appreciate it. Baroque music is most likely the earliest “classical” music that students recognize as it remains popular today in a variety of settings.

- Students will learn about key composers of the baroque era (Vivaldi, Bach, Handel)
- Students will define the key elements that are present in many baroque era pieces and what distinguishes it from other forms of classical music
- Discussion of the beginnings of opera, oratorio and cantatas
- Discussion of Popular instrumental music at the time
  - Assessments: Class participation, Listening Homework with Responses, Listening/written quiz

#### **Unit 5: Classical**

Music of the classical era remains some of the most popular and easily recognizable classical music. Understanding the lives of influential composers of this time and their influence that continues today is essential in appreciating all types of music.

- Students will identify and define characteristics of classical music and its various genres.
- Students will explore the evolution of the symphony and operas
- Students will define and identify sonata-allegro and rondo form.
- Students will explore the lives of Mozart, Haydn, and Beethoven (bridge between Classical and Romantic Eras)
  - Assessments: Test #2

#### **Unit 6: Romantic**

Students will discuss what they already know about Romanticism as the artistic, literary and intellectual movement that originated in Europe toward the end of the 18<sup>th</sup> century.

- Students will study Beethoven’s transition from the Classical to the Romantic era.
- Discussion of other important composers of this time period
- Discussion of elements of music common of this time period
- Students will explore influences of other movements of the times.
  - Assessments: Informal discussion, listening assignments, written assignment

#### **Unit 7: 20<sup>th</sup> Century “classical” music**

Music of the 20<sup>th</sup> century provides a fascinating look at how art responds to local and global events.

- Students will explore how WWI and WWII affected composers and their music.
- Students will explore the basics of serialism, minimalism, nationalism, impressionism, aleatoric music and neoclassicism and discuss the historical/cultural reasons for these movements.
- Students will learn about and create 12-tone rows
- Students will research how technology influenced composers
- Students will complete a group research project on a composer representative of each of the movements above.

- Assessments: Informal discussion, listening assignment, composition project, Test #3

### **Unit 8: Music in Television and Film**

- Students will describe the origins and development of music in film
- Students will identify ways in which music enhances the dramatic action in a film
- Students will describe the process that is used to match music and sound to film
  - Assessments: Film Project

### **Unit 9: Non-Western Music**

- Students will be introduced to a variety of specific non-western music types from Japan, China, Africa, India, and Korea. They will explore non-western scales, tonal structure, common instrument types and music purposes in these areas.
- Students will pick a specific area from the listening examples to study and present in small groups.
  - Assessments: Presentation, Test #4