

Course Proposal for Revised General Education Courses
MUS 2555G INTERACTING WITH MUSIC

1. Catalog Description

- a. Course level: MUS 2555 G
- b. Title: Interacting with Music
- c. Meeting/Credit: 3-0-3
- d. Term: F, S
- e. Short title: Music Interact
- f. Description: Understanding music for the general student -- listening, responding, and creating music in its cultural context.
Open to Music majors for elective credit only.
- g. Prerequisites: None
- h. This course is writing active.

2. Student learning objectives

- a. General education objectives:
 - 1. Provide students with a basis for understanding and evaluating music in an oral and written format.
 - 2. Provide students with the theoretical, cultural and historical background to listen to music intelligently.
 - 3. Provide students with the ability to listen to and respond to music in intelligent and critical manner and evaluate musical compositions and performances.
 - 4. Provide class interaction through individual composition and improvisation, and performance.
- b. Specific course objectives:
 - 1. Students completing this course will have the ability to interact intelligently, in a variety of styles and mediums, in a society that is surrounded with music.
 - 2. Students will gain knowledge in music theory and composition techniques including the advancement of technology in music creation and industry.
 - 3. Students will gain listening skills to help them evaluate the quality of various styles of performances.
 - 4. Students will have hands-on experiences performing on different types of instruments, including keyboards.

5. Students will learn the basics of music notation.

3. Course outline

This course will meet three times a week, fifty minute sessions each, for fifteen weeks.

Week 1

Introduction to course

What is music?

What is "Classical Music" and how is it different from other forms of music?

Simple form and how the ballad form is used in a variety of musical styles

How can taste be controlled?

What does music express?

Week 2

Introduction to rhythm

Introduction to reading music

Rhythm the parts and the importance in performance

Guest Presentation on rhythm and the importance of rhythm in other cultures

Week 3

Interaction with rhythm

Musical Groups

Learning the keyboard

Musical Form

Week 4

Tone color

Tonality (Major scales)

Learning the keyboard

Exam

Week 5

Minor scales

Key signatures

Alternate scales

How scales & modes make melody

Construction of melody

Week 6

Special live presentation "How wind players make music"

Musical styles (classical, jazz, folk, popular, Asian, African, Latin, etc)

The importance of styles to the working musician

Guest presentation "How singers make music"

Comparison of classical and commercial musicians to popular musicians

Guest presentation "How band directors make music" (or orchestra directors)

Week 7

Performance techniques Live demonstration of performance techniques
Live demonstration of performance techniques (small ensemble)
Tonality continued with major and minor chords

Week 8

Mid-Term Exam

Tonality continued with diminished and augmented chords
Tonality continued with arranged chords and added dissonance
Live examples of how chords are used. All students in class are able to play and write chords.

Week 9

The Baroque Period

The Classical Period

Listening to music from the Baroque and Classical Periods.

Week 10

Music Composition. Creating melody; rhythm.
Guidelines for student compositions and performances
Special live presentation "Jazz Improvisation" or the "History of Jazz"

Exam II

Week 11

How music for videos, tv, and movies are made using recorded and filmed examples
Music composition. Utilizing harmony in a composition
The Romantic Period

Week 12

Music composition. Guidelines for writing, composing, and performing student compositions.
The Romantic Period
Listening to music from the Classical and Romantic periods

Week 13

The Modern Period

Listening to music from the Romantic and Modern periods
Special guest presentation "The History and Future of Computer Music"
Presentation of student compositions begins

Week 14

Evaluating live and recorded performances
Presentation of student compositions continues
Listening to music from the Baroque, Classical, Romantic, and Modern periods

Week 15

Presentation of student composition continues

Listening to music from the Baroque, Classical, Romantic and Modern periods

Final Exam

4. Evaluation of student learning

60% three exams (Midterm, Second, and Final)

20% written evaluation of three live musical performances and short class topics

20% oral presentation of composition and live performance

- a. Students are evaluated through in class interaction, written evaluation of live performances, evaluation of their compositions which also includes rehearsing and performing.
- b. Students are required to provide written evaluations of three live musical performances. In addition, students write short essays on a variety of topics on exams and in class.

5. Rationale

- a. This course will be placed in the Fine Arts Segment of the general education program.
- b. This course is at a similar level to courses of this nature throughout the country. This course is designed for the student without prior music training and since it is an entry level course, no prerequisite is required.
- c. This course is unique to the department. A small amount of duplication occurs within areas of keyboard, history, and theory but these are necessary and serve as building blocks for the objectives of the course.
 1. This is a revision of an existing course
 2. No program modifications are required.
- d. This course is one of two courses in music used to satisfy the 3 semester hour music elective for Elementary Education students and music minors. This course partially fulfills the lower division requirement for Music minors and concentrations.

6. Implementation

- a. This course will be assigned initially to Joseph Martin

b. Kamien, R. (2000). Music: An Appreciation (7th. ed.).
United States: McGraw-Hill

c. There are no additional costs to students.

d. Fall 2000

7. Community College Transfer

A community college course may be judged equivalent to this course

8. Date approved by the Department March 9, 2000

9. Date approved by the College Curriculum Committee March 22, 2000

10. Date Approved by CAA October 19, 2000

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