



A: Division: **INSTRUCTIONAL** Date: **00.10.24**

B: Department/ Program Area: **LANGUAGE, LITERATURE AND PERFORMING ARTS MUSIC** New Course Revision

If Revision, Section(s) Revised: **F,H,N,P,Q.**

Date Last Revised: **97.10.07**

C: MUSC 120 D: HISTORY OF WESTERN MUSIC I: INTRODUCTION E: 3

Subject & Course No.	Descriptive Title	Semester Credits												
<p>F: Calendar Description: This course introduces students to music as an artistic and intellectual expression in the West and functions as a foundation for subsequent music history courses (MUSC 220-420) in the B.Mus. transfer program. The overall goal is to provide knowledge, perspectives, and skills for listening to, thinking about, and writing about music. This is accomplished largely through the study of musical compositions representative of various styles, genres, and forms. Canadian music is given special attention and music of at least one other culture is introduced to demonstrate points of comparison and contrast with music in the West. Other topics such as nationalism in music, politics and music, etc. may be included as deemed appropriate by the instructor.</p>														
<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture/Classroom</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>4 hrs. per week</p> <p>Number of Weeks per Semester:</p> <p>14</p>	<p>H: Course Prerequisites: UT Music Entrance or Special Permission and minimum Writing Assessment description of "Writing Skills Review Courses" or equivalent (see Assessment Information under Faculty of Language, Literature and Performing Arts).</p> <p>I: Course Corequisites: None</p> <p>J: Course for which this Course is a Prerequisite: MUSC 220</p> <p>K: Maximum Class Size: 40</p>													
<p>L: PLEASE INDICATE:</p> <table border="0"> <tr> <td><input type="checkbox"/></td> <td>Non-Credit</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> <td></td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> <td>Requested <input type="checkbox"/></td> <td>Granted <input checked="" type="checkbox"/></td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>			<input type="checkbox"/>	Non-Credit			<input type="checkbox"/>	College Credit Non-Transfer			<input checked="" type="checkbox"/>	College Credit Transfer:	Requested <input type="checkbox"/>	Granted <input checked="" type="checkbox"/>
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M: Course Objectives/Learning Outcomes

The overall goal is to provide perspectives, knowledge, and skills for listening to, thinking about, and writing about music in subsequent music history courses. The student will be required to

- C demonstrate an understanding of the importance and roles of music in society, with an emphasis on music in the West
- C demonstrate an understanding of critical (informed) listening
- C learn and apply fundamental listening skills
- C demonstrate a knowledge of selected representative compositions studied in class
- C apply listening skills and concepts to compositions not studied in class
- C demonstrate familiarity with the standard research sources and documenting procedures.

N: Course Content

In keeping with the objectives of the course, a number of diverse topics will be grouped and dealt with flexibly according to the instructor. In addition to the broader contextual questions of culture, literacy, etc., students will be introduced to various styles, genres, and forms through judicious choice of representative compositions. Other topics may be introduced by the instructor as deemed appropriate.

A. Context for Studies in Music History

1. the B.Mus. and liberal arts
2. culture and cultural (musical) literacy
3. critical (informed) thinking and listening
4. aesthetics
5. performance practice; composition and improvisation

B. Music and Culture

1. roles/functions of music in society
2. "classical" (reflective) vs. "popular" (visceral) music
3. the foundations of Western musical thought in Greek (and Roman) civilization
4. the significance of Christianity for Western European civilization
5. the Roman Catholic Liturgy and Calendar: Mass and Office; general style characteristics of chant

C. Listening Basics

1. pitch, organization, melodic style, harmony, rhythm, texture, resources
2. principles of form: repetition, variation, contrast; phrase and cadence
3. style, form, and genre
4. historical style periods

D. Vocal Music

1. song; madrigal
2. mass and motet
3. opera

E. Instrumental Music

1. sectional forms
2. variations
3. sonata cycle and sonata form
4. miscellaneous

F. Canadian Music

1. the "problem" of Canadian music (culture)
2. important developments in the twentieth century

O: Methods of Instruction

Students will learn the material through lectures and classroom activities such as cooperative/collaborative learning in small groups. A number of topics will be dealt with in a flexible manner, partly in order to coincide with musical events in the community, by such organizations as the Vancouver Symphony Orchestra, Vancouver Opera, Vancouver New Music, and Early Music Vancouver. At the beginning of each unit, students will be asked to complete certain preparatory reading and/or listening assignments. Quizzes based on the preparatory work may be unannounced.

P: Textbooks and Materials to be Purchased by Students

All students will be required to purchase a reputable music dictionary such as

Randel, Don Michael. *Harvard Concise Dictionary of Music*. Cambridge, Mass.: The Belknap Press of Harvard University Press, 1978.

The instructor may require a one-semester text such as

Copland, Aaron. *What to Listen for in Music*. New York: Mentor Books of the Penguin Group, 1985.

Alternatively the instructor may require a history text which can be used in subsequent semesters. Examples include

Hanning, Barbara Russano. *Concise History of Western Music*. New York: W.W. Norton, 1998.

Seaton, Douglass. *Ideas and Styles in the Western Musical Tradition*. Mountain View, CA: Mayfield Publishing Company, 1991.

Q: Means of Assessment

Quizzes/Short Assignments	15%
Projects/Large Assignments	15%
Listening Examinations (3)	35%
Written Examinations (3)	35%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Students may be granted PLAR through transfer credit or course challenge.

 Course Designer(s)

 Education Council/Curriculum Committee Representative

 Dean/Director

 Registrar

