



Alabama
Department of
Postsecondary Education

Representing Alabama's Public Two-Year College System

Jefferson State Community College

**MUS 101
Music Appreciation**

I. MUS 101 Music Appreciation - 3 Semester Hours

Core Area II, ASCI TSCI (Lec 3 hrs)

II. Course Description

This course is designed for non-music majors and requires no previous musical experience. It is a survey course that incorporates several modes of instruction including lecture, guided listening, and similar experiences involving music. The course will cover a minimum of four stylistic periods, provide a multi-cultural perspective, and include both vocal and instrumental genres. Upon completion, students should be able to demonstrate a knowledge of music fundamentals, the aesthetic/stylistic characteristics of historical periods, and an aural perception of style and structure in music.

III. Prerequisite

None

IV. Course Objectives

The broad objective of Music Appreciation is to develop an appreciation of music which includes an understanding of musical structure and style, the relationship of music to other disciplines, its application to human concerns, and its historical perspective. Upon completion of this course, students should demonstrate the following competencies:

- a. A knowledge of the fundamentals of music (i.e., the elements of rhythm, melody and harmony; music vocabulary; elements of form; musical instruments).
- b. An understanding of the aesthetic/stylistic characteristics of a minimum of three historical periods (i.e., styles, forms, composers, representative works)
- c. An aural perception of style and structure in music (i.e., aural recognition of form, instrumentation, and standard musical elements)

V. Course Outline of Topics

The course should include, but not be limited to, the following topics:

- a. Musical elements (rhythm, melody, harmony, texture, form, instruments)

- b. Survey of at least three major historical periods that focuses on style characteristics, influences, important composers, representative works, sociocultural and multicultural topics.

VI. Evaluation and Assessment

- a. Written tests
- b. Aural tests
- c. Reports or special projects

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

VII. Class Activities

- a. Lecture
- b. Examination
- c. Concert Attendance
- d. Discussion
- e. Audio-visuals
- f. Recordings

VIII. General Course Competencies

- a. The student will learn the basic fundamentals of music.
- b. The student will understand Early and Baroque music.
- c. The student will understand Classical music.
- d. The student will understand Nineteenth Century music.
- e. The student will understand Twentieth Century music.

IX. Course Competencies stated in performance Terms

- a. The student will learn the basic fundamentals of music by:
 - i. Describing the difference between melody and harmony
 - ii. Understanding musical notation
 - iii. Describing techniques involved in following a musical score
- b. The student will understand Early and Baroque music by:
 - i. Discussing Greek and Roman music
 - ii. Stating the characteristics of Gregorian Chant and summarizing its importance today.
 - iii. Stating the characteristics of Baroque music and analyzing assigned compositions from the period.
 - iv. Explaining the form oratorio as used in the Baroque era and relating this definition to a composition such as *Messiah*.
 - v. Explaining polyphonic and homophonic texture as used during the Baroque era and relating the definition to the musical forms such as the fugue.
 - vi. Explaining instrumental music during the Baroque era and relating the definition to concerto grosso.
 - vii. Identifying instruments used during the era and explaining the mechanics of the instrument.
 - viii. Relating music during the Baroque era to paintings, architecture and the style of artistic expression prevalent from 1600 - 1750.
- c. The student will understand Classical music by:
 - i. Stating the characteristics of Classical music and analyzing assigned compositions from this period.

- ii. Explaining the patronage system and how it relates to the lives of Haydn, Mozart, and Beethoven.
- iii. Analyzing the symphonic form, concerto and sonata form, chamber music, and opera. Relate this analysis to compositions played and discussed in class
- iv. Summarizing the lives of Classical composers in relation to their music, such as those of Mozart and Beethoven
- v. Relating music during the classical period to paintings, architecture, history, and aesthetics
- d. The student will understand Romantic music by:
 - i. Stating the characteristics of Romantic music and analyzing assigned compositions from this period
 - ii. Explaining program and absolute music and relating the definitions to compositions played and discussed in class
 - iii. Explaining character pieces and how they related to the piano music of Chopin and Liszt
 - iv. Explaining how opera and ballet were used during the Romantic period. Relate definitions to compositions played and discussed in class
 - v. Defining Impressionism. Relate the definition to paintings, feelings of the composers, and compositions played in class
- e. The student will understand modern music by:
 - i. Stating the characteristics of modern music and analyzing assigned compositions from the period
 - ii. Explaining instrumental and vocal music, use of primitivism, serialism, and electronic music and relating these definitions to compositions played and discussed in class
 - iii. Explaining American Music, Jazz, Rock, Country, Soul, and Musical Theater and relating these definitions to compositions played and discussed in class
 - iv. Relating music of the modern era to paintings, thinking, and artistic expressions prevalent from 1900 through the present

X. Student Learning Outcomes

The broad objective of Music Appreciation is to develop an appreciation of music which includes an understanding of musical structure and style, the relationship of music to other disciplines, its application to human concerns, and its historical perspective. Upon completion of this course, students should demonstrate the following competencies:

- a. The student will demonstrate a knowledge of the fundamentals of music (i.e., the elements of rhythm, melody and harmony; music vocabulary; elements of form; musical instruments).
- b. The student will demonstrate a knowledge of the understanding of the aesthetic/stylistic characteristics of a minimum of three historical periods (i.e., styles, forms, composers, representative works).
- c. The student will demonstrate a knowledge of the aural perception of style and structure in music (i.e., aural recognition of form, instrumentation, and standard musical elements).

Assessment of Instructional Effectiveness

This section describes how student performance related to specific course objectives is used to assess instructional effectiveness in helping students meet Jefferson State's General Education Objectives. This section does not describe how course grades are determined.

The student will be able to:

- a. Identify the individual musical time periods: Ancient Times, Middle Ages, Medieval, Renaissance, Baroque, Classical, Romantic, and Modern.
- b. Identify significant music genres that developed during each time period in vocal music and instrumental music.
- c. Identify prominent composers during each period, major compositions, and significant historical events.

General Education Objective

The student will be able to critically listen to music from different time periods and identify and discuss the musical nuances within a composition.

Student comprehension of this objective will be measured by way of a written listening journal to demonstrate a critical understanding of the composition. The listening journal should be written using proper, standard English, and music terminology.

Use of Findings

The instructor will review results and discuss findings with colleagues as needed.

II. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

III. Statement on Discrimination/Harassment

The College and the Alabama State Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

IV. Americans with Disabilities

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College. The ADA Accommodations office is located in FSC 300 (205-856-7731).