

**Hinds Community College**

**Course Title:** Dual Enrollment Music Appreciation

**Course Code:** MUS-1113-JKDA (131545)

**Instructor:** Mr. Christopher Little

M.M.E Jackson State University

B.M.E Jackson State University

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**Website:** [www.jimhillband.com](http://www.jimhillband.com)

**Course Description:** Music Appreciation is designed to help the student acquire informed listening skills which promote the development of curiosity about, an enthusiasm for and the enjoyment of many types of music. This course provides an approach to perceptive listening and an introduction to musical elements, forms, and style periods. The discussion of composers' lives, individual styles and representative works aim not merely to impart facts, but stimulate curiosity and enthusiasm. The class material will cover from the Renaissance to the present. This course will relate the music of an era to historical events and to the art/ literature of the time period discussed.

**Prerequisite:** Completion of ENG98, if required

**Place in College Curriculum:** MUS-1113-JKDA (131545) Music Appreciation fulfills an open elective requirement for those students pursuing either a certificate or degree program.

**Music Appreciation Course Content Outline:**

The following content may be organized to suit the instructor's preference.

**I. Introduction: Elements**

A. Sound, Pitch, Dynamics and Tone Color

B. Performing Media

C. Rhythm

D. Musical Notation

E. Harmony

F. Key

G. Musical Texture

H. Form

**II. Renaissance Music**

A. Characteristics

B. Sacred Music of the Renaissance

C. Secular Music of the Renaissance

D. Instrumental Music

**III. The Baroque Period**

A. Baroque Music 1600-1750

1. Characteristics

2. Baroque Orchestra

3. Baroque Forms

B. Music in Baroque Society

C. Concerto Grosso

D. The Fugue

E. Elements of Opera

F. Opera in the Baroque Era

G. Claudio Monteverdi

H. Henry Purcell

I. The Baroque Sonata

J. Antonio Vivaldi

K. Johann Sebastian Bach

L. The Baroque Suite

M. The Chorale and Church Cantata

N. The Oratorio

O. George Frideric Handel

#### **IV. The Classical Period**

A. The Classical Style

1. Characteristics

2. The Classical Orchestra

3. Classical Forms

B. Composer, Patron and Public in the Classical C. Sonata Form

D. Theme and Variations

E. Minuet and Trio

F. Rondo

G. The Classical Symphony

H. The Classical Concerto

I. Classical Chamber Music

J. Franz Joseph Haydn

K. Wolfgang Amadeus Mozart

L. Ludwig Van Beethoven

#### **V. The Romantic Period**

A. Romanticism in Music

B. Romantic Composers and their Public

C. The Art Song

D. Franz Schubert

E. Robert Schumann

F. Clara Weick Schumann

G. Frederic Chopin

H. Franz Liszt

I. Felix Mendelssohn

J. Program Music

K. Hector Berlioz

L. Nationalism in Nineteenth-Century Music

M. Antonin Dvorak

N. Peter Llyich Tchaikovsky

O. Johannes Brahms

P. Giuseppe Verdi

Q. Giacomo Puccini

R. Romantic Opera

S. Richard Wagner

#### **VI The Twentieth Century**

A. Musical Styles 1900-1945

1. Age of Musical Diversity

2. Characteristics

B. Music and Musicians in Society

C. Impressionism and Symbolism

D. Claude Debussy

E. Neoclassicism

F. Igor Stravinsky

G. Expressionism

H. Arnold Schoenberg

I. Alban Berg

J. Anton Webern

K. Bela Bartok

L. Charles Ives

M. George Gershwin

N. Aaron Copland

O. Musical Styles Since 1945

P. Jazz

1. Jazz in Society

2. Roots of Jazz

3. Elements of Jazz

4. Jazz Styles

Q. Rock

#### **VII. Music in Nonwestern Cultures**

### **Course Performance Objective #1**

Following lectures and demonstrations on the elements of music will learn and know basic terminology in the musical language.

Learning Outcomes:

1. The student will define terms when encountered in the forthcoming listening exercises.
2. The student will utilize the proper musical term when discussing or analyzing a selection of music.
3. The student will recognize a specific element in listening examples.

### **Course Performance Objective #2**

Following lectures and discussion on the Renaissance Era, students will relate the impact that historical events had on the development of sacred and secular music.

Learning Outcomes:

1. The student will explain the characteristics of Renaissance music.
2. The student will identify specific characteristics of Renaissance sacred or secular music in listening examples.
3. The student will relate the influence of historical events as they relate to the development of music in that era.
4. The student will identify the various forms of vocal and instrumental Renaissance music.

### **Course Performance Objective #3**

Through lectures, discussion, reading and listening examples, the students will gain an understanding of how historical events impact on the arts. They will gain knowledge of key composers of the Baroque Era and how their innovations set new standards for the future.

Learning Outcomes:

1. The student will explain the historical events and social changes that would influence key composers of the Baroque.
2. The student will describe the components of the important forms developed in the Baroque, i.e., "Concerto Grosso", "Fugue", "Suite", "Cantata", "Oratorio", and early "Opera".
3. The student will relate the contributions of the major composers of the era.
4. Student will explain the roll of the "patron"
5. The student will explain the roll of the musician in Baroque society.

6. The student will explain the development of the orchestra in the Baroque era.

#### **Course Performance Objective #4**

Students will learn key components of the Classical Era and how historical events played a major roll in the development of musical styles.

Learning Outcomes:

1. The student will identify through listening examples, the various styles that came about during the Classical era, i.e., "Sonata form", "Theme and Variations", "Minuet and Trio", "Rondo", "Symphony", and "Concerto".
2. The student will compare the lives and careers of Haydn, Mozart, and Beethoven and relate the societal changes that influenced their music and way of life.
3. The student will explain the construction of the Classical symphony.
4. The student will explain the influence of each of the three major composers on the whole of music as it is today.
5. The student will explain why Beethoven is the transition from the Baroque to the Romantic.
6. The student will describe the changes in the orchestra from the Baroque to the Classical era.
7. The student will describe the difference between the symphony and "Chamber Music".

#### **Course Performance Objective #5**

Through discussion, reading, listening, and videos, the student will gain an understanding of the attitudes that prevailed during the Romantic Era. Again historical and social influences will affect the composers and their music. The students will develop an understanding as to how and why these changes have occurred. The students will gain knowledge of the unique contribution many composers have made during the Romantic Era.

Learning Outcomes:

1. The student will explain how 19th Century composers related to their public as compared to those of the previous two eras.
2. The students will be able to enumerate the characteristics of Romantic music.
3. The students will be able to describe the components of the art song and distinguish between a "through composed" or one that is "strophic" in construction.
4. Through listening examples, students will identify the characteristics of "program music".
5. Students will identify and relate the characteristics of "nationalism" in music.
6. Student will enumerate the elements and characteristics of Romantic 'opera'.

7. Students will list the significant contributions of each of the noted composers of the Romantic era as noted in the text.

### **Course Performance Objective #6**

The students will become aware of the dramatic changes in music moving into the twentieth century through discussion listening and video presentations. The student will understand the reasons for such change and the composers who initiated them. They will also relate how these changes would influence the future of music.

Learning Outcomes:

1. Students will enumerate the historical events and societal influences that caused the changes in twentieth century music.
2. Students will list the characteristics of Romantic music.
3. Students will describe the form 'atonal music'.
4. Student will outline the rules for the "twelve tone scale".
5. Students will describe the style known as "Impressionism".
6. Students will define what is meant by "neoclassicism".
7. Students will outline the development of Jazz in America.
8. Students will list the major elements of Jazz.
9. Students will verbally identify the various styles of Jazz through listening to recordings.
10. Students will outline the historical development of Rock music.
11. Students will list the social influences that fostered the development of Rock music.
12. Students will identify the various styles of Rock music.

**Course Activities:** The course will consist of lecture, discussion, in-class group work, and the viewing of a variety of videos of musical presentations from the time periods studied.

### **Course Requirements and Means of Evaluation:**

Please refer to the instructor's syllabus addendum (to be distributed in class) for specific information regarding the course requirements and means of evaluation.

### **Attendance Policy:**

Regular and prompt attendance in all classes is expected of students. Students absent from class for any reason are responsible for making up any missed work. Faculty members establish an attendance policy for each course and it is the student's responsibility to honor and comply with that policy.

**Academic Honesty Policy:**

Students found to have committed an act of academic dishonesty may be subject to failure of this course, academic probation, and / or suspension from the college. See the Student Handbook for additional details.

**ADA Statement**

Hinds Community College seeks to comply with the letter, intent and spirit of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Section 504 and ADA require institutions not to discriminate against students with disabilities and to make all offerings and programs of the college accessible.

Hinds Community College provides reasonable accommodations for students with disabilities through Disability Support Services (DSS). DSS verifies eligibility for accommodations and works with eligible students who have self-identified and provided current documentation.

Students should schedule an appointment with the designated DSS staff member on their respective campus to establish a plan for reasonable classroom accommodations

**Course Activities:** The course will consist of lecture, discussion, in-class group work, and the viewing of a variety of videos of musical presentations from the time periods studied.

**Required Text: None****Internet Aids:**

1. *Encyclopedia Smithsonian-Music History*  
[www.si.edu/resource/faq/nmah/music.htm](http://www.si.edu/resource/faq/nmah/music.htm)
2. *Music History Resource*  
[www.satelite-one.net/musicology](http://www.satelite-one.net/musicology)
3. *Stylistic Timeline of Music History*  
[www.stevenestrella.com/composers/index.htm](http://www.stevenestrella.com/composers/index.htm)
4. *Music 2233 Timelines and Chronologies*  
<http://plato.acadiau.ca/courses/musi/callou/index.htm>
5. *The World's Leading Classical Music Group*  
[www.naxos.com](http://www.naxos.com)