

# Northern Marianas College

## CURRICULUM ACTION REQUEST

**Effective Semester / Session:** Spring 2011

**Type of Action:**

- ☐ New
- ☒ Modification
- ☐ Move to Inactive (Stop Out)
- ☐ Cancellation

**Course Alpha and Number:** MU 106

**Course Title:** Introduction to Music

**Reason for initiating, revising, or canceling:**

The course guide has been upgraded to reflect current curriculum content, current textbook, teaching methods, student learning outcomes, and assessment measures.

Huei-Yin Chang (Celia Jang)

Feb 7, 2011

Proposer

Date

Thomas D. Sharts

Department Chair

Date

Barbara K. Merfalen

Dean of Academic Programs and Services

Date

# Northern Marianas College

## Course Guide

**Course:** MU 106 Introduction to Music

### 1. Department: Social Sciences and Fine Arts

### 2. Purpose

MU 106 is an introductory course in music appreciation and history. It offers the student with no prior formal training in music the opportunity to acquire an understanding of the origins and historical development of musical styles, forms, and mediums, from the Middle Ages of the ancient Greeks to the New music today.

This course emphasizes on learning the basic concepts of reading, writing, and singing simple pieces of music and appreciating the diversity of musical sounds and instruments.

Introduction to Music is a standard component of the Arts curriculum of virtually every accredited U.S. postsecondary institution, and it fulfills a General Education requirement at most such institutions.

The primary target population for this course consists of students pursuing the A.A. degree in Liberal Arts, as it fulfills the General Education fine arts requirement for the degree in Education, and is a suggested elective for NMC's A.A. degree in Pre-Business. It would also constitute a useful elective for students enrolled in NMC degree program specifying an Arts/Humanities elective.

### 3. Description

#### A. Required/Recommended Textbook(s) and Related Materials

- Joseph Machlis and Kristine Forney, *The Enjoyment of Music*. 10<sup>th</sup>/11th edition, shorter version. W.W. Norton & Company, Inc., 500 Fifth Avenue, New York, NY 10110
- Readability Level: Grade 10
- Supplementary materials on learning and singing music, including sheet music, will be distributed.

#### B. Contact Hours

1. **Lecture:** 3 per week / 45 per semester

#### C. Credits

1. **Number:** 3
2. **Type:** Regular degree credits

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### **D. Catalogue Course Description**

This is an introductory course in music appreciation. Emphasis is on general music history and theory, perceptive listening to music by various composers and performers, and styles of Western music from ancient Greece to the present day. English Placement Level: EN 093/094. (Offered Fall, Spring)

### **E. Degree or Certificate Requirements Met by Course**

This course fulfills the General Education fine arts requirement for all A.A./Liberal Arts degree emphases. It also satisfies the General Education elective requirement for BS degree in Education.

### **F. Course Activities and Design**

This course incorporates lectures; class discussions; listening to music in the classroom; in-class exercises in learning, reading, writing, singing music and It will also cover the techniques on how to play instruments; each student will also take a part of a presentation for their special project on their favorite musicians; periodic quizzes; midterm and a final exam. During the semester students are required to participate at least a live concert or performance outside of campus.

### **4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Proficiency Level(s):**

Prerequisite(s): None

English Placement Level: EN 093/094

Math Placement Level: None

### **5. Estimated Cost of Course; Instructional Resources Needed:**

Cost to the Student: Tuition for a 3-credit course, cost of the textbook, a staff (music exercise) book, and instructional materials fee.

Cost to the College: Instructor's salary.

Instructional resources needed for this course include chalk and chalkboard, portable electronic keyboard, audiocassette player and tape music, and compact disc player and music CD's.



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### 6. Method of Evaluation

Student learning is evaluated on the basis of class participation in attendance, in-class discussion and exercises, homework assignments, quizzes, project, midterm and the final exam.

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

### 7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material is presented.

#### 1.0 The Elements of Music

- 1.1 Melody
- 1.2 Rhythm and meter
- 1.3 Harmony
- 1.4 Musical Texture
- 1.5 Musical Form
- 1.6 Musical Expression

#### 2.0 Music Instruments and Ensembles

- 2.1 Voices
- 2.2 Musical Instrument Families
- 2.3 Western Musical Instruments
- 2.4 Choral Group
- 2.5 Chamber Ensembles
- 2.6 The Orchestra
- 2.7 Concert
- 2.8 The Role of the Conductor
- 2.9 Style and Function of Music in Society

#### 3.0 Sound

- 3.1 Tone vs. voice
- 3.2 The properties of tone
  - 3.2.1 Pitch
  - 3.2.2 Duration

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3.2.3 Intensity

3.2.4 Timbre

### 4.0 The Notation of Pitch

4.1 the piano keyboard as a learning tool

4.1.1 Orientation to the keyboard

4.1.2 The names of pitches

4.1.3 Octave and octave duplication

4.2 The notation of pitch

4.2.1 Notes and staves

4.2.2 The treble clef

4.2.3 The bass clef

4.2.4 Ledger lines

4.2.5 The grand staff

4.2.6 Sharps and flats

4.2.7 The placement of notes

4.2.8 Combination of elements

### 5.0 Rhythm and its Notation

5.1 The elements of rhythm

5.1.1 Beat

5.1.2 Tempo

5.1.3 Meter

5.1.4 Simple time and compound time

5.1.5 Syncopation

5.1.6 Rhythmic character

5.2 The notation of rhythm

5.2.1 Note values

5.2.2 The tie and the dot

5.2.3 The rest

5.2.4 The fermata

5.2.5 The notation of meter

5.2.6 The bar line

5.2.7 Examples of rhythmic notation

### 6.0 Melody

6.1 The properties of melody

6.1.1 Progression

6.1.2 Range

6.1.3 Register

6.1.4 Length

6.1.5 Tempo and rhythm

6.1.6 Contour

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- 6.1.7 Character
- 6.2 Melodic structure
  - 6.2.1 Phrase and cadence
  - 6.2.2 Relationships between phrases
- 6.3 Melodic types
  - 6.3.1 Motive
  - 6.3.2 Tune
  - 6.3.3 Theme
- 7.0 Harmony and Tonality
  - 7.1 The elements of harmony
    - 7.1.1 Intervals
    - 7.1.2 Chords
    - 7.1.3 Consonance and dissonance
  - 7.2 Tonality
    - 7.2.1 Scales and keys
    - 7.2.2 Key signatures
    - 7.2.3 Combination of elements
  - 7.3 General harmonic qualities
- 8.0 Musical Texture and Form
  - 8.1 Types of musical texture
    - 8.1.1 Monophonic
    - 8.1.2 Homophonic
    - 8.1.3 Polyphonic (contrapuntal)
  - 8.2 The elements of musical form
    - 8.2.1 Repetition
    - 8.2.2 Contrast
    - 8.2.3 Variation
    - 8.2.4 Motive and phrase
- 9.0 Musical Instruments
  - 9.1 Categories of instruments
    - 9.1.1 String instruments
    - 9.1.2 Woodwind instruments
    - 9.1.3 Brass instruments
    - 9.1.4 Percussion instruments
    - 9.1.5 Keyboard instruments
    - 9.1.6 Electronic instruments
  - 9.2 Instrumental mediums
    - 9.2.1 Instrumental solo
    - 9.2.2 Chamber ensembles
    - 9.2.3 Chamber orchestra and chamber winds

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9.2.4 Large ensembles (orchestra and band)

9.2.5 Mixed ensembles

9.2.6 Instrumental groups in popular music

### 10.0 The Middle Ages and Renaissance Music

10.1 The Culture of Middle Ages

10.2 Sacred Music in the middle Ages

10.3 Secular Music in the Middle Ages

### 11.0 Baroque Era

11.1 Baroque Spirit

11.2 Baroque Opera

11.3 Italian Cantata

11.4 Bach and the Sacred Cantata

11.5 Handel and the Oratorio

11.6 The Baroque Sonata and Concerto

11.7 The Baroque Suite

### 12.0 Classic Era

12.1 Eighteenth-Century Chamber Music style

12.2 Mozart and Chamber Music

12.3 The Nature of Symphony

12.4 Haydn and Beethoven

12.5 The Classic Sonata and Concerto

12.6 Sacred Choral music and Opera

### 13.0 Romantic Era

13.1 Schubert and Schumann

13.2 The Piano and Literature

13.3 Chopin and Piano Music

13.4 Romantic Symphony and Concerto

13.5 Romantic Choral and Opera

13.6 Tchaikovsky and Ballet

### 14.0 Twentieth-Century and The New Music

14.1 New Elements of Musical Style

14.2 American Musical Traditions

14.3 Popular Styles

14.3.1 Ragtime, Blues, Jazz

14.3.2 The Swing Era

14.3.3 Musical Theater

14.3.4 Rock and the Global scene

14.4 The New Virtuosity of the Modern Age



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### 14.5 Music in Films

#### 8. Instructional Goals

This course will introduce students to:

- 1.0 Know basic music concepts includes sounds and instruments;
- 2.0 Appreciate music through perceptive listening and an awareness of the obstacles to the appreciation of music;
- 3.0 Explain The elements of music, including tone, pitch, rhythm, melody, harmony, and tonality, and the written notation of these elements;
- 4.0 The scope and variety of musical textures, forms, mediums, and styles;
- 5.0 The origins and development of Western music, from Middle Ages to 20<sup>th</sup> century music;
- 6.0 The development of music in America from the 17<sup>th</sup> century to the present day;
- 7.0 The basics of how to learn, read, write, and sing simple pieces of music, and the techniques to play classroom instruments;

#### 9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Describe the The Elements of Music, includes melody, rhythm, meter harmony, musical texture, musical form and musical expressions ;
- 2.0 Describe music Instruments and ensembles about voices, musical instruments, choral group, chamber ensembles, orchestra, concert, conductor and the style and function of music in society;
- 3.0 Describe sounds about tone, pitch, duration, intensity, timbre;
- 4.0 Identify the notation of pitch on keyboard;
- 5.0 Define rhythm and its notation: beat, tempo, simple and compound meter, Syncopation, notes, and the examples of rhythmic notation;
- 6.0 Explain melody including progression, range, register, length, tempo.



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rhythm, melodic structure and types;

- 7.0 Identify harmony and tonality on interval, chords, consonance, dissonance, scales, key signatures and general harmonic qualities;
- 8.0 Identify musical texture and form: types of musical textures, and the elements of musical form;
- 9.0 List musical instruments on string, woodwind, brass, percussion and keyboard instruments, and identify kinds of the Instrumental mediums;
- 10.0 Acquire the knowledge of history of Middle Ages and Renaissance Music Era: the culture of Middle Ages, sacred Music and secular music in the middle Ages;
- 11.0 Acquire the knowledge of the history of Baroque Era: Italian Cantata, Bach and the Sacred Cantata, Handel and the Oratorio, the Baroque Sonata, Concerto, and the Baroque Suite;
- 12.0 Acquire the knowledge of the history of Classic Era on Eighteen- Century chamber music style, Mozart and chamber music, the nature of symphony Haydn and Beethoven, the Classic Sonata and Concerto, sacred choral music and opera;
- 13.0 Acquire the knowledge of the history of Romantic Era on Schubert and Schumann, the piano and literature, Chopin and piano music, Romantic Symphony and Concerto, Romantic Choral and Opera, and Tchaikovsky and Ballet;
- 14.0 Acquire the knowledge of the history of Twentieth- Century and The New Music on new elements of musical style, American musical traditions, popular Styles: Ragtime, Blues, Jazz, the Swing Era, musical theater, Rock and the global scene, the new virtuosity of the Modern Age and music in films
- 15.0 Understand Western Musical Families and those instruments associated with each family.

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### 10. Assessment Measures

Assessment of student learning may include, but not be limited to the following:

- 1.0 On a test, write down the definitions of basic musical notations.
- 2.0 On a test, list the Western Musical Families and write down at least four instruments in each family.
- 3.0 On a CD listening test, listen to the music piece and write down the names of the composer's and songs from different music eras.
- 4.0 On a project, each student is required to make a special brochure for a musician from Baroque, Classic, or Romantic Era.