College of Performing & Visual Arts
School of Music
UNC Dual Enrollment at Roosevelt High School

MUS 140-685 Introduction to Music
3 credits; LAC & gtP*

Spring 2019

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Course Description/Purpose
Introduction to Music is a non-technical course on the enjoyment and appreciation of music for students with little or no background. This course will be devoted to listening and discussion of select musical examples.

Course Goals/Learning Objectives
Students will complete this course with an ability to approach and appreciate music by means of “active listening” practice. Students will learn to recognize key elements of music primarily through classical repertories, associate them with the representative stylistic and historical periods of Western art music, and apply these listening skills to many other types of music to be experienced inside and outside class. Students are given the knowledge to encourage a life-long interest in music and to become a strong supporter for the performing arts.

Textbook Used

Supplies Needed for Class
A notebook, a pencil, and an organizer/folder.

Assessment/Assignments
Quizzes
Short multiple choice quizzes will be given on each chapter that is discussed. These will be given at the beginning of class so don’t be tardy. You will only be able to make up a quiz if it is an excused absence or tardy. If you are tardy and it is unexcused then you will receive a 0% for that quiz.

Unit Tests
Unit Test 1 is designed to help student get familiar with the representative stylistic characteristics and sounds of the 6 Western European music historical periods, ranging from the Ancient, through Medieval, Renaissance, Baroque, Classical, and Romantic/19th-Century, to 20th-Century periods.
Unit Test 2 is designed to help student understand the fundamental elements of music, including form, timbre, rhythm, meter, melody, text setting, harmony, and texture, through the select repertories of the Common Practice Period of Western European music history as well as of the early 20th-century of European and American music history.

Unit Test 3 is designed to help student bring all together his/her active listening skills with knowledge of various composers and genres of Western art music, American popular music, Broadway musical, jazz, and film music.

Each unit test will consist of multiple-choice questions on key elements of music, stylistic and aesthetic characteristics, type of music, and composer/music historical period of excerpts of musical examples selected from the repertory already discussed in class. A test guide with a list of musical examples will be provided approximately 1 week before each unit test. Each test will be returned to you at the completion of class review in order for you to use it as source for the Final Exam.

Final Exam
Final Exam is designed to help student retain all the materials they have studied throughout the semester and thus use them as an anchor for continuous learning and enjoyment of music they will hear after this course is over. The exam will be comprehensive. All of the questions will be taken from the previous 3 unit tests.

Paper 1 – Composer/Musician’s Life and Music
This assignment is designed to help student 1) get familiar with a classical composer’s or a jazz musician’s life and music; and 2) get to know about his/her general style and sound in music and contribution to music history by exploring a representative piece of music of his or hers and its context.

You are to choose and research on 1 composer/musician’s life and music in close relation to 1 piece of music you will choose and listen to from his/her oeuvre. Then you are to write a short essay on the relationship between the composer/musician’s life and music in the length of 3 full pages (w/ 12-point and double-spaced letters and 1-inch margin all around the page). The recommended sources for this project are your handouts from class and websites for music including, but not limited to, “www.naxosmusic.com,” “www.allmusic.com,” “www.britannica.com,” “www.biography.com,” and “www.infoplease.com.” Please do not use other unauthorized random sources from the Internet because you may stumble onto incorrect information. A list of composers/musicians, formatting, and grading criteria will be provided as the time approaches.

Paper 2 – Concert Report
This assignment is designed to help student 1) get familiar with a concert culture; 2) exercise and demonstrate student’s knowledge and ability to listen to serious concert music; and 3) lead him or her to become a lifelong lover of music.

You are to choose and go to 1 musical event that is offered by the UNC School of Music (http://arts.unco.edu/events/) before finals week that provide program notes. Events that are offered by the UNC School of Theatre Arts & Dance or occur at Norton Theatre and Langworthy Theatre are NOT applicable for this project. Events that occur at such casual venues most likely without program notes as The Grill at Westlake, Moxi Theater, and UC Fireside Lounge are NOT applicable for this project, either. For such cases, plan to check out at least 2 musical events before you decide on what to use for the paper. After attending an appropriate event, write a report on key elements of music, musician(s), performance venue, and audience in the length of 3 full pages (w/ 12-point and double-spaced letters and 1-inch margin all around the page). Your report is to (1) demonstrate your skills of active listening to music, using proper musical terms and descriptions, (2) include a discussion of performance itself, performance venue, and audience, etc., and (3) evaluate the performance from your own perspective as a serious-minded amateur music lover. Make sure to turn in the program notes attached to your paper. A paper guide will be provided as the time approaches.

Project – Composer/Musician’s Life and Music
You will choose from a list of composers and musicians from many different time periods to research. You will present your findings by playing music from that composer or musician and using as an aid in your presentation the white board,
PowerPoint or Prezi, or a poster board. Each student will be given approximately 15-20 minutes for your presentation to the class.

**Grading System**

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**Class Schedule**

(Subject to Change)

**Week 1**

Introduction to Music Overview, Active Listening Practice to Classical Music

Key Elements of Music and Theory

**Week 2**

Instruments and Ensembles; Ancient Period

Medieval Period

{Gregorian Chant, Organum, Motet, Hildegard von Bingen, Leonin, Perotin, Guillame de Machaut}

**Week 3**

Renaissance Period, (Quiz 1: Ancient/Medieval Period)

{Mass, Madrigal, Instruments, Josquin Des Prez, Byrd, Dowland, Palestrina, Orlando de Lassus, Monteverdi}

Renaissance Period cont.

**Week 4**

Baroque Period, (Quiz 2: Renaissance Period)

{Opera, Concerto Grosso, Dance Suite, Fugue, Oratorio, Figured Bass, Cantata, Instruments, Bach, Telemann, Vivaldi, Handel, Pachelbel}

Baroque Period cont.

**Week 5**

Baroque Period cont. (Unit 2 Test)

Classical Period, (Quiz 3: Baroque Period)

{Variation Form, Rondo, Minuet & Trio, Sonata, Forms, Opera, Instruments, Mozart, Beethoven, Haydn, Salieri, Gluck}

Classical Period cont.

**Week 6**

Classical Period cont.

Classical Period cont.

**Week 7**

Romantic Period, (Quiz 4: Classical Period)

{Lied, Nocturne, Etude, Program Music, Overture, Opera, Strauss, Schubert, Chopin, Liszt, Berlioz, Tchaikovsky, Verdi, Puccini, Wagner, Mussorgsky, Schumann, Verdi, Brahms, Dvorak, Elgar, Debussy, Bizet, Grieg, Mahler}
Romantic Period cont.

Week 8
Romantic Period cont.
Romantic Period cont.

Week 9
Twentieth-Century Period, (Quiz 5: Romantic Period)
{Avant-Garde, Serialism, Stravinsky, Shostakovich, Prokofiev, Varese, Schoenberg, Copland, Bernstein, Bartok, Orff, Poulenc, Kodaly, Holst, Ives, Cage, Grainger, Hindemith, Vaughn Williams, Weill}
Twentieth-Century Period cont.
Twentieth-Century Period cont.

Week 10
Twentieth-Century Period cont. (Unit 1 Test)
Jazz History, Swing, Bebop, Ragtime, and Blues (Quiz 6: Twentieth-Century Period)
{Gershwin, Charlie Parker, Miles Davis, Louis Armstrong, Duke Ellington, Dizzy Gillespie, Scott Joplin}

Week 11
Jazz History cont.
Jazz History cont.
Popular Music and Rock & Roll, (Quiz 7: Jazz)
{Jimi Hendrix, Beatles, Elvis}

Week 12
Popular Music and Rock & Roll cont.
Popular Music and Rock & Roll cont.

Week 13
World Music, Folk Songs, Korean, Asian, African music (Quiz 8: Popular Music & Rock & Roll)
World Music cont.

Week 14
World Music cont.
Music and Drama: Opera (Quiz 9: World Music)
Music and Drama: Ballet

Week 15
Broadway Musical and Film Music (Unit 3 Test)
Class Project Presentations (Quiz 10: Opera, Ballet, Musicals)

Week 16
Class Project Presentations
Class Project Presentations
Class Project Presentations

Week 17
Review for Final
Finals
Honor Code
All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Academic Conduct: UNC’s Policies
UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, http://www.unco.edu/dean-of-students/.

Disability Accommodations
Students with Individualized Education Plan will receive accommodations through Roosevelt High School and will comply with the American Disabilities Act.

*Liberal arts core & Colorado gtPathways.* This course satisfies 3 credits of Area 3. (Arts & Humanities) of the UNC Liberal Arts Core. This course has been approved by the Colorado Commission on Higher Education for inclusion in the Colorado Guaranteed Transfer Program, gtP. gtP courses automatically transfer to any public institution in Colorado and will continue to count toward general education or other graduation requirements for any liberal arts or science associate or bachelor’s degree program. If a grade of C- or higher is recorded. Statewide articulation agreements prescribe specific general education and degree requirements in the following professional degree programs: business, early childhood, elementary education, engineering and nursing. Most other courses not approved for the gtP designation will also be accepted in transfer by other institutions, but may not fulfill general education or degree requirements. For more information on the GT Pathways program, go to http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html.

Dropping or withdrawing from a course
Note: *Drop and withdrawal dates for the courses at your school can be found on your dual enrollment page for your high school.*

- Please use the Dual Enrollment Drop & Withdrawal Form.
- You can drop your course up until the designated Drop Deadline. The course will be removed from your transcript and you will receive a full tuition refund.
- After the Drop Deadline and up until the Withdrawal Deadline you can withdraw from your course. The course will remain on your transcript with a grade of “W” (this does not impact your GPA), and there is no tuition refund.
- After the withdrawal deadline you are unable to be removed from the course. The course will remain on your transcript with the grade that you have earned, and there is no tuition refund.
- If you stop attending the course but fail to officially withdraw from the course(s), you will be responsible for full tuition and fees and the course grade will remain on your transcript.

Other Important Information Regarding Grades and Tuition:
- A student must receive a C or higher in Dual Enrollment courses in order to receive University Credit. A C- or lower will result in no credit at the University level.
- High school credit will be issued if a student earns a D or higher in Dual Enrollment courses.
- If the student does not pass with a grade of C or higher or withdraws after the drop deadline, the student and parent/guardian are required to reimburse Weld County RE5J School District for the full tuition amount of the failed/withdrawn course.
• Reimbursement will be made to Weld County RE5J within 5 weeks of the end of the semester for the amount of tuition paid for the above-named student if the student: receives a grade of “D” or “F” on any course and/or withdraws after the add/drop deadline.

• Failure to reimburse under the above-specified conditions will result in the tuition amount being added to the student’s fee. If fees are not paid, the student may be restricted from participating in graduation ceremonies and may not be issued a final transcript or diploma and may also result in the account being forwarded to a collection agency.