



EFFECTIVE: JANUARY 2003

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **May 22, 2002**

B: Department/ Program Area: **LANGUAGE, LITERATURE AND PERFORMING ARTS**

New Course		Revision	X
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If Revision, Section(s) Revised: **F, G, H, M, N, P, R**

Date Last Revised: **October 7, 1997**

C: MUSC 220 **D: HISTORY OF WESTERN MUSIC II** **E: 3**

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description:
This course gives a comprehensive study of developments in style and form from antiquity to the sixteenth century. Emphasis is placed on aural and visual analysis of representative music.

G: Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Classroom Related

Number of Contact Hours: (per week / semester for each descriptor)

4 hours per week

Number of Weeks per Semester:

14

H: Course Prerequisites:
MUSC 120

I: Course Corequisites:
Nil

J: Course for which this Course is a Prerequisite:
MUSC 320

K: Maximum Class Size:
40

L: PLEASE INDICATE:

<input type="checkbox"/>	Non-Credit
<input type="checkbox"/>	College Credit Non-Transfer
<input checked="" type="checkbox"/>	College Credit Transfer:

Requested Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

The successful student should be able to:

1. Demonstrate a knowledge of stylistic and formal developments in western music from antiquity to c.1600 by:
 - a. Aural identification and analysis
 - b. Visual analysis
 - c. Written discussion

2. Show an understanding of the relationship of some major extra-musical issues (social, political, economic, aesthetic, etc.) to musical development.

N: Course Content1. **Antiquity**

- a. The sources of Greek and Roman music
- b. The roles of music in Greek and Roman societies
- c. Philosophy and music: Plato and Aristotle; the doctrine of ethos.

2. **Medieval**

- a. The nature of medieval life and society
- b. An overview of political developments
- c. The growth of Christianity, the Roman Catholic Church, and monasticism
- d. The Roman Catholic liturgy: calendar, mass, and office
- e. Western Christian chant: styles, types, transmission, and notation
- f. Chant theory: Boethius, modes, Guido d'Arezzo
- g. Trope and sequence; liturgical drama
- h. The development of early polyphony (organum); consonance and dissonance
- i. Origins and development of the motet
- j. Secular monophony
- k. Rhythmic developments; Ars Nova music; formes fixes
- l. Guillaume de Machaut: poet and composer
- m. Polyphonic settings of the ordinary of the mass
- n. English music to c. 1400
- o. Instruments and instrumental music

3. **Renaissance**

- a. The Renaissance: beginning of the modern western world
- b. Burgundian music; court and chapel
- c. Franco-Flemish composers: sacred and secular styles; organizational techniques
- d. Protestant Reformation movements: chorale and psalter
- e. The Council of Trent and Palestrina; Jesuits; Inquisition
- f. English sacred music of the 15th and 16th centuries
- g. Music printing and score formats
- h. The rise of Italian secular music in the 16th century
- i. The French chanson
- j. The English madrigal and related types
- k. Renaissance theorists: Glareanus, Zarlino
- l. Instruments and instrumental music
- m. Venetian polychoral music

O: Methods of Instruction

Class time will be spent listening to and discussing representative musical works. In addition, information pertaining to the cultural, social, and political background of the various music style periods will be introduced. Homework will include prescribed listening assignments.

P: Textbooks and Materials to be Purchased by Students

A list of recommended textbooks and materials is provided on the Instructor's Course Outline, which is available to students at the beginning of each semester.

For example:

1. Hanning, B.R. *A Concise History of Western Music*. 2nd ed.
New York: W.W. Norton, 2001.
2. Palisca, C.V., ed. *Norton Anthology of Western Music*. 4th ed.
New York: W.W. Norton, 2001.

Q: Means of Assessment

The student's grade will be awarded on the basis of the completion of *all* evaluation components.

Written exams (two in-class and final)	40%
Listening exams (two in-class and final)	40%
Term research project	20%
Total	100%

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

Yes.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar