COMMON COURSE OUTLINE: Course discipline/number/title: MUSC 1201: History of Music to 1600

A. CATALOG DESCRIPTION
   1. Credits: 3
   2. Hours/Week: 3
   3. Prerequisites (Course discipline/number): None
   4. Co-requisites (Course discipline/number): None

   This course is designed to further the students’ understanding of the music they hear through studies of composers and types of compositions within a historical context. Emphasis will be on Medieval and Renaissance Eras.

B. DATE LAST REVISED (Month, year): January, 2012

C. OUTLINE OF MAJOR CONTENT AREAS:
   1. New beginnings in musical experience
   2. The nature and purpose of music
   3. To aid in the development of musical literacy that enables the student to attain deeper levels of understanding and enjoyment
   4. Elements of music:
      a) Rhythm
         1. Beat
         2. Meter
         3. Tempo
      b) Melody
         1. Structure
         2. Line
         3. Stepwise vs. angular
         4. Inherent properties
      c) Harmony
         1. Dissonance
         2. Consonance
         3. Functions
      d) Form
         1. The roles of repetition and contrast
         2. Structures
      e) Tone Color
         1. The nature of timbre and orchestration
         2. The voice
         3. Brass
         4. Woodwind
         5. Percussion
         6. Strings
         7. Keyboard options
      f) The Orchestra
         1. The development and present day constitution
      g) Basic Theoretical Concepts
         1. Major-minor systems
         2. Scales
         3. Modes

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
   1. Demonstrate an understanding of music’s role in society past and present
   2. Demonstrate an understanding of different cultures and eras
   3. Identify important developments in the history of music before 1600
E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: The student will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 6/The Humanities—the Arts, Literature, and Philosophy: The student will be able to:
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within a historical and social context.
3. Respond critically to works in the arts and humanities.
4. Engage in the creative process or interpretive performance.
5. Articulate an informed personal reaction to works in the arts and humanities.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Listening exam
2. Written exams that will include an essay component
3. Term papers
4. Class discussions

G. RCTC CORE OUTCOME(S) ADDRESSED:
☐ Communication ☐ Civic Responsibility
☒ Critical Thinking ☒ Personal/Professional Accountability
☐ Global Awareness/Diversity ☐ Aesthetic Response

H. SPECIAL INFORMATION (if any): None