COMMON COURSE OUTLINE: Course discipline/number/title: MUSC 1340: World Drum Ensemble

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

This course presents an opportunity for students to participate in World Drumming through the practice and performance of World Beat Music from various cultures. Styles studied by the group include: Samba Batucada, Samba Pagode, Maracatu, Ijexa, Forro, and others from Brazil; Rumba, Mambo, Bolero, Cha cha, Guiro, Comparsa, Bembe (Cuba) Bomba, and Plena from the Caribbean; as well as Bell Processionals, and Hand Drumming from West Africa. Students will practice these styles in twice weekly rehearsals. Performances will include a major concert each semester. The main objectives in this ensemble are (1) to develop each student's rhythmic potential and awareness through the study of World Beat Music; (2) to focus on the mastery of individual parts and the orchestrations created by combining these parts; (3) to develop fundamental percussion techniques and skills needed to perform music based on these various styles; and (4) to foster a greater appreciation for and understanding of World Beat Music and its influence on other music.

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

C. OUTLINE OF MAJOR CONTENT AREAS:
The World Drum Ensemble is a percussion ensemble which practices and performs World Beat Music which is defined as music created in the New World (the Americas) by African slaves who combined African cultural elements (Instruments, Rhythms and other musical concepts) with the elements they found here (Harmonies, Melodies and other musical elements) Styles studied by the group include music from:
1. Brazil: Samba Batucada, Samba Pagode, Maracatu, Ijexa, Forro, and others;
2. Caribbean: Rumba, Mambo, Bolero, Cha-cha, Guiro, Comparsa, Bembe (Cuba) Bomba, Plena
3. West Africa: Bell Processionals, and Hand Drumming.

Instruments played by students in these styles include:
1. From Brazil: Surdo, Agogo, Tamborim, Ganza, Recreo, Repenique, Caixa, Cuica, Atabaque, Pandiero, Berimbau;
2. From the Caribbean: Tumba, Conga, Quinto, Bongo Bell, Mambo Bell, Other bells, Claves, Shekere;
3. From West Africa: Gongoque, Donno, Achere, caixixi, and various gourds and hand drums.

There will be one major concert performance each semester. There could also be other minor performances (in the Atrium, cafeteria, etc.)

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Perform basic percussion parts as presented and practiced in class.
2. Demonstrate through performance a basic understanding of how these parts are combined into orchestrations to create the various styles studied in class.
3. Demonstrate through performance proper technique on the instruments used in the class.
4. Demonstrate willingness to learn about and try to understand other cultures by performing music from those cultures.

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.
E. LEARNING OUTCOMES (MNTC): Continued...

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.

Goal 8/Global Perspectives: The student will be able to:
1. Describe and analyze political, economic, and cultural elements, which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world citizen’s share for their common global future.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Demonstrated weekly individual performance skills
2. Demonstrated weekly ensemble performance skills
3. Ensemble participation
4. Performance in public music concerts
5. Percussion Music portfolio repertoire development

G. RCTC CORE OUTCOME(S) ADDRESSED:

- Communication
- Critical Thinking
- Global Awareness/Diversity
- Aesthetic Response
- Civic Responsibility
- Personal/Professional Accountability

H. SPECIAL INFORMATION (if any): None