University of South Florida

MUL 3012-701 MUSIC IN YOUR LIFE:
INTRODUCTION TO WESTERN ART MUSIC

SYLLABUS

3 Credit Hours for General Education Certification: Fine Arts

INSTRUCTOR

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<u>COURSE DESCRIPTION</u>

Music in your Life is an Introduction to Western Art Music. The content is serious in nature; and study may be more rigorous than the impression you may get from the title Music in You Life. This course covers the development, concepts, elements, traditions, styles, forms, representative composers, their works, and performance practices of the Western art music, which in turn provides tools to analyze and understand the elements of non-Western music as well as contemporary American classical and popular music. Students in this course will develop skills to analyze and interpret musics of <u>all</u> cultures, and to articulate intelligently and substantively their experiences and opportunities of incorporating music in their life. The course is constantly being developed to make it an appealing general education course yet covers the serious components of Western art music. The instructor is responsible for the learning materials and process; the essays are graded by very capable Teaching Assistant(s). Read the prerequisites below very closely. This course is a junior-level course, and is NOT recommended for first-year students.

<u>PREREQUISITES</u>

- Students MUST be able to write in English appropriate for 3000-level course.
- Students MUST have completed the <u>required English composition courses.</u>
- Students MUST have established study skills sufficient to <u>handle a self-study instructional model.</u>
- Students MUST have a high-speed computer and an internet-connection capability.
- Students MUST have installation and use of Apple's iTunes/QuickTime. Down load free at: http://www.apple.com/itunes/download/
- Students MUST establish a USF Net-ID at: https://my.usf.edu/webapps/portal/frameset.jsp, in order to have access to USF's Blackboard.
- Students MUST have the current email address accurately posted in Blackboard.
- Students MUST check important information about online courses and Blackboard available at: http://www.acomp.usf.edu/feed.php?group=help&item=una.

<u>GOALS</u>

The goal of this course is to help students to gain tools to appreciate Western and non-Western art music through (1) listening to music, (2) reading, (3) creative research, and (4) writing critical analysis of and about music. By gaining specific knowledge about elements of musical composition, styles, forms, and performance practices in the historical contexts, students will develop analytical skills and critical insights regarding music literature and musical expressions. As results, this course will enrich the student's life through participation in our culture and understand interactions with other cultures and people.

<u>LEARNING COMPONENTS</u> (Details described in the projects descriptions)

1. <u>Critical Thinking:</u>

    A. The student will apply a comprehensive knowledge of musical and historical terms, facts, and principles to recognize melodic, harmonic, rhythmic, stylistic, and structural characteristics of musical selections. <u>MUSIC COMPOSITION ANALYSIS (MCA)</u>

    B. The student will attend a live performance and write a critique of the performance with specific and analytical points about the style, forms, and performance practice. <u>MUSIC CRITIQUE REVIEW (MCR)</u>

2. Inquiry-Based Learning

   A. The student will posit investigative questions about a select genre of music regarding its aesthetic and formal

      evolution. After searching local and internet sources for relevant cultural and historical information, the student will present a synthesis of facts and ideas that constitute a reasonable and compelling narrative. GENRE HISTORY ESSAY (GHE**)**

   B. The student will research the history and impact of specific performance organizations (such as ballet, musical theatre, opera, and orchestral companies) and argue a case for the existence and support of those organizations in their respective communities. The case must be made by developing an evaluative application and interpretation of the assembled evidence. ARGUMENT FOR ARTS ORGANIZATIONS (AAO)

3. Human and Cultural Diversity

   A. The student will a) select an ethnically different music group, performance, or video such as Japanese Koto, Indian music, native American music; b) analyze musical concepts, styles, forms, means of aesthetic expressions; and c) discuss the overall similarity and differences of the diversity as compared to Western traditional music. CULTURAL DIVERSITY MUSIC (CDM)

4. Creative and Interpretive Processes & Experiences

   A. The student will demonstrate an understanding of the process of human expression through music-making by attending a live music performance and taking on the role of a music critic. As they write a journal of the event, they will include their own analysis of different aesthetic processes employed in the creation and the performance of the music. Reflection and informed judgment on contextual issues of historical eras, nationalities, genres, styles, and the composers is necessary in the evaluative process of music criticism. MUSIC CRITIQUE REVIEW (MCR). CULTURAL DIVERSITY MUSIC (CDM). ARGUMENT FOR ARTS ORGANIZATIONS (AAO). GENRE HISTORY ESSAY (GHE).

LEARNING PROJECTS

> Music Composition Analysis (MCA)
> Argument for Arts Organization (AAO)
> Genre History Essay (GHE)
> Cultural Diversity Music (CDM)
> Music Critique Review (MCR)

LEARNING OUTCOMES ASSESSMENTS

   Textbook materials are assessed by **EIGHT** quizzes, mid-term examination, and final examination, which include factual questions and music listening tests to identify musical concepts, styles, forms, compositions, and composers. Learning components are expressed in **SIX** writing projects.

REQUIRED TEXTBOOK, DVD, MUSIC CDs, and ONLINE RESOURCES

You MUST PURCHASE ALL THREE ITEMS listed below: **I, II, III.** (The package includes the textbook, DVD & 4 CD set)

I.   **Textbook:** *The Enjoyment of Music: An Introduction to Perceptive Listening, 11th Edition, Shorter Version*. Kristine Forney and Joseph Machlis. New York, NY: W. W. Norton & Company, ©2011.

II.   **DVD:** *Student Resource DVD published by Sony Music*. New York, NY: W. W. Norton & Company.

III.   **CD set:** *Norton Recordings, 10th Edition, Shorter Version* (4-CD set), compiled and published by Sony Music, Entertainment, Inc.

Purchase Options (**CHOOSE ONE):**

1. The paperback edition with the recordings, when purchased directly from the publisher, costs significantly less. ISBN (10-digit): 0-393-17423-9 (OR 13-digit: 9780393174236).

2. An electronic version (e-book) of the textbook with the same set of supplementary materials is also available for a greatly reduced price, if bought directly from the publisher. ISBN (10-digit): 0-393-17548-0 (OR 13-digit: 9780393175486**).**

      Important Notes:

      • E-books cannot be re-sold as used books.

      • Financial Aid recipients are required to purchase the textbook from a campus bookstore in order to have the cost covered, if their financial package includes textbooks.

STUDY GUIDE

      o NORTON STUDYSPACE: http://www.wwnorton.com/college/music/enj10/complete/

      • Norton StudySpace: http://www2.wwnorton.com/college/music/enj10/short/

      • Norton Online Listening Lab (streaming video):
          http://www2.wwnorton.com/college/music/listeninglab/welcome2.htm

ATTENDANCE

      Weekly Quizzes and Writing Projects MUST be completed during the assigned period. Timely posting of quizzes and assignments will count as your attendance. The postings will close at weekly deadline.

      NO exceptions are made, regardless of circumstances. Note that you will have a week to do your work and multiple chances during the timeline for each task. ☺   This policy is necessary due to the large number of enrollment in the class.

QUIZZES AND EXAMS ARE SELF-ADMINISTERED ON BLACKBOARD

- Remember to always SAVE every answer you enter in Blackboard before you exit a quiz or exam.
- You may return to a quiz or exam and continue to answer questions, if you did not hit the SUBMIT button when you previously exited. The SUBMIT button completes an attempt, whether or not you finished.
- When you have answered all questions and have saved them, hit SAVE & SUBMIT at the bottom. This will complete your attempt and record a grade in the Grade book.
- When in doubt, check My Grade link to see if your quiz has been posted and graded by Blackboard.

WRITING PROJECTS must be submitted via the designated link on the Assignments Page in Blackboard.

- Instructions and links are provided on the Assignments Page. Additional instructions are posted on the Course Page. ***DO NOT USE THE DIGITAL DROPBOX OR THE MAILBOX IN BLACKBOARD to submit your papers.**

- SafeAssign will detect anything that is duplicated from internal or external sources. Make sure that your citation is done correctly, i.e., in text (make a note of the author's name, date, and page number) in addition to listing works cited at the end of the paper. Preferred writing style for this course is the most recent APA. If you need help please go to the Writing Clinic. Plagiarism of any sort will result in F or FF for the course.

GRADING

USF's standard grading system is employed in this course:

A+ = 97 - 100	B+ = 87 - 89.9	C+ = 77 - 79.9	D+ = 67 - 69.9	F = 0 – 59.9
A = 94 - 96.9	B = 84 - 86.9	C = 74 - 76.9	D = 64 - 66.9	S = 70 - 100
A - = 90 - 93.9	B - = 80 - 83.9	C - = 70 - 73.9	D - = 60 - 63.9	U = 0 – 69.9

S/U OPTION

Students may request to replace the final average Letter grade with an S/U (Satisfactory/Unsatisfactory) grade at any time during
the semester *prior* to the Final Examination. S/U grades do not calculate into the transcript GPA. In order to have a Satisfactory grade, the final average must be C- or higher.

GRADE ALLOCATION: The final grade is based on the following allocation of percentage points: Note: Quizzes and Examinations constitute content learning from the text material while writing projects exercises your creative and critical thinking skills. Therefore, missed quizzes and exams will not be replaced by extra writing projects.

Percentage   Quizzes and Writing Projects

2%   Syllabus Survey-Quiz (SYL) 20 points
2%   Project 1: Student Resource DVD Report (DVR) 20 points
40%   Reading & Listening Textbook Quizzes (e.g., TQ1) – 8 quizzes @ 50 points & 5% each
10%   Midterm Examination (MEX) 100 points
10%   Final Examination (FEX) 100 points

6%	Project 2: Music Composition Analysis (MCA) – 60 points	
8%	Project 3: Genre History Essay (GHE) – 100 points	
8%	Project 4: Argument for Arts Organizations (AAO) – 100 points	
6%	Project 5: Cultural Diversity Music (CDM) – 100 points	
8%	Project 6: Music Critique Review (MCR) – 100 points	
100%	TOTAL	

ACADEMIC DISHONESTY AND DISRUPTION OF ACADEMIC PROCESS

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. All writing assignments are automatically directed to this detection system via SafeAssign, which will compared your assignment automatically with a large database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. Check Academic Policies and Procedures in the Undergraduate Catalog pages 47-76 information regarding test cheating and plagiarism.

ACADEMIC POLICIES AND PROCEDURES
Academic Dishonesty and Disruption of Academic Process are in the section of the Undergraduate Catalog:
http://www.ugs.usf.edu/catalogs.htm

LEARNING DISABILITIES

*"Students in need of academic accommodations for a disability may consult with the office of
Students with Disabilities Services to arrange appropriate accommodations. Students are required
to give reasonable notice prior to requesting an accommodation."* **Student letters of accommodation will be available upon request from the student after the add/drop period.** If you as an instructor need verification of a student's accommodations prior to this time, please contact SDS at 974-4309 or dmccarthy@sds.usf.edu. More information available at www.sds.usf.edu http://www.sds.usf.edu.

FALL CALENDAR WITH RELIGIOUS HOLIDAYS
The university academic calendars are located at: http://www.registrar.usf.edu/enroll/regist/calendt.php

GRIEVANCE
Student Academic Grievance Procedures in the ACADEMIC POLICIES AND PROCEDURES section of the Undergraduate Catalog: http://www.ugs.usf.edu/catalogs.htm

EMERGENCY SITUATION

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

TIPS ON HOW TO BE SUCCESSFUL AND STAY HEALTHY DURING THE COURSE

1.   Keep pace with the weekly readings and assignments.
2.   Make sure that you befriend your computer and blackboard—they are your best pals.
3.   <u>Do not</u> miss deadlines—instead work ahead of the deadlines.
4.   Plan ahead—make a habit of looking at the assignment during the weekend right before each week's work.
5.   Look ahead of the writing projects—plan in advance, e.g. attending a concert, organizations, etc.
6.   Your TA is your greatest help, but he/she WILL NOT change or bend rules to accommodate your inconveniences. They are also NOT your venting targets. Be polite <u>at all times</u> despite your emotions☺
7.   Do not waste your time arguing about small points that <u>you</u> missed—move on to the next project and quiz.
8.   Allocate time each day to check the blackboard for announcements or discussion board postings.
9.   Read your syllabus often.
10. Check Page 10-- Weekly Schedule-- of this syllabus <u>every week</u>.
11. Enjoy the course, learn a lot, and be happy☺
12. Your life will be richer and more cultured as a result of being successful in this course!!!
13. Tell your friends about this course☺

2011

August 2011 - December 2011   TOP

August 22	Fall, first day of classes
September 5	Labor Day
November 11	Veteran's Day
November 24 & 25	Thanksgiving Holiday
December 2	Fall, last day of classes
December 3 - 8	Final Exam Week
December 4	Final Exams (Distance Ed)
December 9	Fall, Tampa Commencement
December 11	Fall, St. Petersburg Commencement
December 11	Fall, Sarasota-Manatee Commencement
December 12	Fall, Polytechnic Commencement
December 11 - January 8	Optional Flexible Scheduling Block - Excluding Holidays
December 26	Christmas Holiday

FALL 2011 SEMESTER SCHEDULE

- Quizzes, projects, and the Midterm Exam **begin on Sundays 8:00 AM and end on Sundays 8:00 PM.**
- FINAL EXAM <u>begins on</u> **SUNDAY 8:00 AM** DEC 4; ends on **THURSDAY 8:00 PM,** DEC 8.

WEEK 1: August 22-26 (Drop/Add)

- Textbook, DVD, 4-CD Set
- SYLLABUS SURVEY-QUIZ (SYL)

WEEK 2: August 28-September 4

- Part 1: Materials of Music. Prelude. Chapters 1-6
- TEXTBOOK QUIZ: (TQ5)

WEEK 3: September 4-11

- Part 1, Chapters 7-11:
- *PROJECT 1: DVD REPORT (DVR)*
- TEXTBOOK QUIZ: (TQ1)

WEEK 4: September 11-18

- Part 2, Prelude, Chapters 12-13: The Middle Ages (Medieval)
- TEXTBOOK QUIZ (TQ2)

WEEK 5: September 18-25

- Part 2, Chapters 14-15: The Renaissance
- TEXTBOOK QUIZ (TQ3)

WEEK 6: September 25-October 2

- Part 3, Prelude, Chapters 16-20: The Baroque Era
- TEXTBOOK QUIZ (TQ4)

Week 7: October 2-9

- MIDTERM EXAMINATION (MEX)
- CHAPTERS 1-20
- *PROJECT 2: MUSIC COMPOSITION ANALYSIS (MCA)*

WEEK 8: October 9-16 (Mid-term Grades Submit)-

- Part 4, Prelude, Chapters 21-22: The Classical Spirit
- *PROJECT 3: GENRE HISTORY ESSAY (GHE)*

WEEK 9: October 16-23

- Chapters 23-25: Classical Chamber Music, Classical Symphony, Classical Sonata & Concerto
- *PROJECT 4: ARGUMENTS FOR THE ARTS (AAO)*

WEEK 10: October 23-30 (Last Week to Drop)

- Chapters 26: Choral Music and Opera
- TEXTBOOK QUIZ (TQ6)

WEEK 11: October 30-November 6

- Part 5, Prelude, Chapters 27-27: The Spirit of Romanticism & 19th C. Art Song
- *PROJECT 5: CULTURAL DIVERSITY MUSIC (CDM)*

WEEK 12: November 6-13

- Chapters 28-32: The 19th C. Piano Piece, Romantic Program Music, Absolute Forms in the 19th C.
   & Choral and Dramatic Music
- TEXTBOOK QUIZ (TQ7)

WEEK 13: November 13-20

- Chapter 33 & Part 6, Prelude, Chapters 34-39
- *PROJECT 6: MUSIC CRITIQUE REVIEW*
   Course evaluation is due three weeks before the final examination. You can help the instructor and TA to improve this course.
   http://usfweb2.usf.edu/eforms/fac_eval

WEEK 14: November 20-27 (Last Week to Request S/U Grade)

- Part 7, Prelude, Chapters 40-43 & Part 8, Prelude, Chapters 44-47
- TEXTBOOK QUIZ (TQ8)

WEEK 15: November 27-December 4
- Review & Study for Final Examination

WEEK 16: <u>December 4-8 FINAL WEEK</u>

FINAL EXAMINATION (FEX) OPENS ON SUNDAY 12/4 CLOSES THURSDAY 12/8 AT 8:00 PM !!!
   CHAPTERS 21-47

APPENDIX
Writing Projects: Description and Instruction

All writing projects (except Projects 1 & 2) are minimum 800 words (max 1000).

Rules for ALL writing assignments:

1) Writing style:

   o Grammar and spelling are expected to be college-level. They will be part of your grading. Do not let an A paper become a B paper because of grammar and spelling!

   o Succinct and clear writing style is expected.

   o Do not use contractions such as "isn't," "haven't," "don't" in your paper.

   o No obscene language will be tolerated—will be deducted from your grade point.

2) References: References is NOT a part of word count. You must cite sources (except for DVR) that you use in the paper, including the textbook, journal articles, and books. Each paper should have a minimum of three references; only **one** of the three may be from an accepted scholarly web source such as Google Scholar--you MUST include the retrieval date. Wikipedia or individual blogs are not reliable sources. Plagiarism: If you do not cite your sources correctly, you may be committing plagiarism. Plagiarism is a serious offense and the University has strict rules to guide this offense. You can get an FF in the class and be expelled from USF.

3) Technicality:

   o It is your responsibility to upload your assignments on time and correctly.

   o Submit assignments in .doc, docx or .rtf format. Any other format will NOT be accepted. Do not fail an assignment because of using the wrong file format!

   o You **MUST** put your name, project number, and title in the document name. Points will be taken off if any of the above information is missing.

   o How to upload your project to Blackboard?

      o 1. Click on the projects button to the left of the course screen.
      o 2. On the new screen at the top of the center you will see PROJECT 1: DVD REPORT in bold print click that text to go to the next page.
      o 3. On the next screen scroll down to where is says "2. Assignment Materials." There you will see a open text box- go below that and you will see "attach file" click the button that says "Browse for local file"
      o 4. Find the word document that you saved of the project. Select it and press open file.
      o 5. You should now see that file under attached files.
      o 6. Then scroll to the bottom of the screen and press submit.

PROJECT 1: DVD REPORT (DVR)<u>Due Week 2</u>

This project is simply to get you ready to use computer software programs that come with your textbook materials and CDs. You MUST install ALL your software programs to do the weekly work and quizzes. Follow the instructions below:

1) Install the DVD that comes with the materials for this class.
2) Explore all of the computer software programs that are used for this course.
3) List the different applications contained in the DVD and describe what each one does.

DVD REPORT (DVR): 20 POINTS			
CRITERIA	**PROFICIENCY**		
Maximum 20 points	**LEVEL A** **20 points**	**LEVEL B** **10 points**	**LEVEL C** **0 point**
1. Application List			
Identify all applications	Identifies ALL of the main features	Identifies SOME of the main features	Identifies NONE of the main features
2. Functionality of Applications			
Describe in detail each of the applications & functions	Identifies ALL of the main features	Identifies SOME of the main features	Identifies NONE of the main features

PROJECT 2: MUSIC COMPOSITON ANALYSIS (MCA) <u>Due Week 6</u>

1) Download the template for this assignment from Course Documents link.
2) Pick a piece of music from the book. Listen to it while reading along with the listening guide for that piece in textbook.
3) Fill out the template.

Hint: If you're stuck, go back to the textbook definitions of the terms being asked, e.g., what is the definition of melody, and what sort of things describe a melody.

MUSIC COMPOSITION ANALYSIS (MCA): 60 POINTS				
CRITERIA	**PROFICIENCY**			
Maximum 60 Points	**LEVEL A** 60-50 points	**LEVEL B** 49-35 points	**LEVEL C** 34-30 point	**LEVEL D** 29-0 points
1. Musical Elements				
Discussion of Melodic, Harmonic, and Rhythmic Features	Identifies ALL of the main features	Identifies MOST of the main features	Identifies SOME of the main features	Does not identify any of the main issues
2. Stylistic Content				
Discussion of the genre, style, and instrumentation.	Identifies ALL of the main features	Identifies MOST of the main features	Identifies SOME of the main features	Does not identify any of the main issues
3. Summary & Conclusion(s)				
Analysis of the music in terms of its symbolic representation of the era in which it was written, including the historical and cultural contexts	Represents the Issues accurately and clearly	Represents the issues accurately but not always clearly	Does not always represent the issues accurately and not always clearly	Does not represent the issues
4. Command of English				
Articulation on subject with proper spelling, grammar, and punctuation.	Completely accurate	Infrequent errors	Frequent but inconsistent errors	Frequent and consistent errors

PROJECT 3: GENRE HISTORY ESSAY (GHE) <u>Due Week 8</u>

1) Pick a genre of music of your choice.

2) Write an essay about the origins, development, and history of the genre. It would be helpful to mention events and key people that greatly affected the genre.

3) Essay must be at least 800 words. 700-799 words will result in lowering the grade by one letter; 600-699 words by two letters; 500-599 words by three letters; 499 or fewer words by four letters. You MUST cite references – if you do not, you commit plagiarism. Use endnotes, not footnotes, please.

GENRE HISTORY ESSAY (GHE): 80 POINTS				
CRITERIA	**PROFICIENCY**			
Maximum 80 Points **800 words**	**LEVEL A** **80-70 points**	**LEVEL B** **69-60 points**	**LEVEL C** **59-50 point**	**LEVEL D** **49-40 points**
1. Historical Context				
Recognition and clear description of key factors, developments, figures, and events.	Identifies ALL of the main features	Identifies MOST of the main features	Identifies SOME of the main features	Does not identify any of the main issues
2. Cultural Context				
Recognition and clear description of political climate, cultural circumstance, and influences.	Identifies ALL of the main features	Identifies MOST of the main features	Identifies SOME of the main features	Does not identify any of the main issues
3. Composer(s) & Composition(s)				
Recognition of specific composers and their compositions	Identifies ALL of the main features	Identifies MOST of the main features	Identifies SOME of the main features	Does not identify any of the main issues
4. Comparison(s) & Contrast(s)				
Analysis of historical and cultural contexts and contributions of composers and compositions	Identifies ALL of the main features	Identifies MOST of the main features	Identifies SOME of the main features	Does not identify any of the main issues
5. Summary & Conclusion(s)				
Assimilation of facts and concepts; understanding of relationships among people, places, music, and times	Identifies ALL of the main features	Identifies MOST of the main features	Identifies SOME of the main features	Does not identify any of the main issues
6. Command of English				
Articulation and clarity with proper spelling, grammar, and punctuation.	Completely accurate	Infrequent errors	Frequent but inconsistent errors	Frequent and consistent errors

PROJECT 4: ARGUMENT FOR ARTS ORGANIZATIONS (AAO) Due Week 9

1) Pick a music-related arts organization (examples: San Francisco Symphony, Florida Ballet, Flat Rock Playhouse, etc.).

2) Research the organization via reading, interviewing, watching in Web sites, etc.

3) Write a paper describing the history/development of the organization, how the organization culturally contributes to its community, how it gets its funding, important people who have been involved with the organization, community outreach program, youth program, educational mission, etc.

4) Essay must be at least 800 words. Grading rules are the same as the previous project.

ARGUMENT FOR ARTS ORGANIZATIONS (AAO): 80 POINTS				
CRITERIA	**PROFICIENCY**			
Maximum 80 Points **800 words**	**LEVEL A** **80-70 points**	**LEVEL B** **69-60 points**	**LEVEL C** **59-50 point**	**LEVEL D** **49-40 points**
1. Communities				
Detailed descriptions of the communities in which the art organization exists, including socio-economic and demographic factors	Identifies ALL of the main features	Identifies SOME of the main features	Identifies FEW of the main features	Identifies NONE of the main features
2. Organizations				
Detailed descriptions of the arts organization, including mission statement, governance, membership, and activities	Identifies ALL of the main features	Identifies SOME of the main features	Identifies FEW of the main features	Identifies NONE of the main features
3. Persuasiveness of Argument				
Handling of facts and ideology to convince the listeners (reader) of the necessity for these arts organizations in their communities	Represents the issues accurately and clearly	Represents the issues accurately but not always clearly	Does not always represent the issues accurately and not always clearly	Does not represent the issues
4. Command of English				
Articulation on subject with proper spelling, grammar, and punctuation.	Completely accurate	Infrequent errors	Frequent but inconsistent errors	Frequent and consistent errors

PROJECT 5: CULTURAL DIVERSITY MUSIC (CDM) <u>Due Week 11</u>

1) Attend a performance, find, listen to MP3, CD, or DVD, and do research on **foreign music** and **world music** that are ethnically and culturally different and diverse than the Western and American cultural music. *

2) Discuss the various artistic, economic, political, racial, religious, and social circumstances surrounding the music, performer, and composer (if known).

3) Include a list or a chart of the similarities and differences of the music (such as instrumentation, rhythm, structure, harmony, style, expression) as compared to the Western style music that you have listened to in this class.

4) This paper must be at least 700 words.

*American popular cultural music, e.g. Rap & Hip Hop music are **NOT** accepted as Diversity music.

CULTURAL DIVERSITY MUSIC (CDM): 60 POINTS				
CRITERIA	**PROFICIENCY**			
Maximum 60 Points **800 Words**	**LEVEL A** **60-50 points**	**LEVEL B** **49-40 points**	**LEVEL C** **39-30 point**	**LEVEL D** **29-20 points**
1. Historical Context				
Evidence of historical knowledge	Identifies ALL of the main features	Identifies MOST of the main features	Identifies SOME of the main features	Does not identify an of the main issues
2. Cultural Context				
Evidence of cultural knowledge	Identifies ALL of the main features	Identifies MOST of the main features	Identifies SOME of the main features	Does not identify an of the main issues
3. Composition & Composer				
Coverage of specific diverse musical characteristics	Identifies ALL of the main features	Identifies MOST of the main features	Identifies SOME of the main features	Does not identify an of the main issues
4. Comparisons & Contrasts				
Comparison of the musical characteristics with the Western style	Identifies ALL of the main features	Identifies MOST of the main features	Identifies SOME of the main features	Does not identify an of the main issues
5. Summary & Conclusions				
Assimilation of facts and concepts; understanding of relationships among people, places, and times	Identifies ALL of the main features	Identifies MOST of the main features	Identifies SOME of the main features	Does not identify an of the main issues
6. Command of English				
Articulation with proper spelling, grammar, and punctuation.	Completely accurate	Infrequent errors	Frequent but inconsistent errors	Frequent and consistent errors

PROJECT 6: MUSIC CRITIC REVIEW (MCR) <u>Due Week 13</u>

1) Search for music performances in local vicinity by checking newspaper, magazine, and internet resources. Select one that especially appeals to you. It does not matter what kind of music is being performed. Get a ticket, if necessary.

2) Arrive early to have enough time to read the program and program notes and to study the performance environment. Take notes during performance(s).

3) Write a review of the program for submission to a hypothetical newspaper.

4) This paper must be a minimum 800 words.

    USF College of Visual and Performing Arts Calendar:

    http://calendars.usf.edu/cgi-bin/webevent.cgi?userid=guest&calID=1202&cmd=listmonth

    USF School of Music Calendar: http://music.arts.usf.edu

MUSIC CRITIC REVIEW (MCR): 80 POINTS				
CRITERIA	**PROFICIENCY**			
Maximum 80 Points **800 words**	**LEVEL A** **80-70 points**	**LEVEL B** **69-60 points**	**LEVEL C** **59-50 points**	**LEVEL D** **49-40 points**
1. Program				
List of performers and compositions with date and location	Identifies ALL of the main features (4)	Identifies MOST of the main features (3)	Identifies SOME of the main features (2)	Does not identify any of the main issues
2. Evaluative Narrative of Programming				
Reflection and informed judgment of the programming, based on contextual issues of historical eras, nationalities, genres, styles, and musical "balance"	Identifies ALL of the main features (4)	Identifies MOST of the main features (3)	Identifies SOME of the main features (2)	Does not identify any of the main issues
3. Evaluative Narrative of Performance				
Reflection and informed judgment of the execution of the music, based on technical and musical proficiency of performers and audience appeal	Identifies ALL of the main features (4)	Identifies MOST of the main features (3)	Identifies SOME of the main features (2)	Does not identify any of the main issues
4. Command of English				
Articulation on subject with proper spelling, grammar, and punctuation.	Completely accurate (6)	Infrequent errors (5)	Frequent but inconsistent errors (3)	Frequent and consistent errors