



## COURSE OUTLINE

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The Approved Course Description is available on the web @ \_\_\_\_\_

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for your records.

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### 1. Instructor Information

- (a) Instructor: Robert Holliston
- (b) Office hours: as arranged
- (c) Location: as announced
- (d) Phone: 386-5311 \_\_\_\_\_ Alternative \_\_\_\_\_
- (e) E-mail: [rholliston@highspeedplus.com](mailto:rholliston@highspeedplus.com)
- (f) Website: [www.vcm.bc.ca](http://www.vcm.bc.ca) \_\_\_\_\_

### 2. Intended Learning Outcomes

*(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)*

At the end of the course students will be able to:

1. demonstrate understanding of the different influences that have affected Western music throughout the time from ancient Greece to the present day.

### 3. Required Materials

- (a) Texts:
- (b) Other
- (c)

### 4. Course Content and Schedule

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.) 3 hours of class time and 3 – 4 hours out of class time. One semester only.

MUSIC 115:

Music History for Jazz Music Majors, Foundation Year students, and others.

The primary objective of this course is to increase and enhance the students' understanding of and love for the music commonly referred to as "Classical" - i.e., the "serious" music of Western culture, and to prepare Foundation Year students for the more detailed demands of

Music 164/264. The emphasis is placed on listening to and discussing various important and seminal works of music.

## COURSE OUTLINE

Music 115 discusses important developments in Western Music from Ancient Greece to the present day, with reference to parallel events in art, literature, and architecture, as well as social, political, and economic history.

I. THE HERITAGE OF ANCIENT GREECE: Greek theory and philosophy, with an emphasis on the influence of Classical civilization on subsequent eras.

II. THE EARLY CHRISTIAN CHURCH/EARLY MIDDLE AGES: Gregorian Chant and its dominance of musical styles and techniques; early polyphony and organum; the Ars antiqua and the Notre Dame school; the development of the motet; secular forms of music, including the troubadours and trouvères.

III. FRENCH AND ITALIAN MUSIC OF THE FOURTEENTH CENTURY: The Ars nova in France (Philippe de Vitry, Guillaume de Machaut); Italian trecento music (Francesco Landini); the development of notation; French music of the late fourteenth century.

IV. MUSIC OF ENGLAND AND THE BURGUNDIAN LANDS IN THE FIFTEENTH CENTURY: English music (John Dunstable); Burgundian influence and dominance (Guillaume Dufay, Gilles Binchois).

V. THE RENAISSANCE: General characteristics of the age; influence of northern composers (Johannes Ockeghem, Josquin des Prez); the rise of national styles; madrigal composers in Italy (Cipriano de Rore, Carlo Gesualdo, Claudio Monteverdi); English secular music (Thomas Weelkes, John Dowland); the rise of instrumental music (Gabrieli).

VI. CHURCH MUSIC IN THE LATE RENAISSANCE: The music of the Reformation in Germany and outside (Orlando Gibbons, Thomas Tallis, Martin Luther); the counter-reformation (Palestrina).

VII. THE EARLY BAROQUE: The "birth" of opera and its development throughout Europe (Monteverdi, Giulio Caccini, Jean-Baptiste Lully, Henry Purcell); other forms of vocal, instrumental, and chamber music throughout the seventeenth century (Archangelo Corelli, the Couperin family, Georg-Philipp Telemann, Heinrich Schutz, Dietrich Buxtehude).

VIII. THE EARLY EIGHTEENTH CENTURY Major composers Antonio Vivaldi, Jean-Philippe Rameau, J.S. Bach, G.F. Handel.

IX. THE CLASSIC STYLE The Age of Enlightenment; the development of instrumental music (sonata, symphony, concerto); developments in opera and church music (major composers include Sammartini, Stamitz, J.C. Bach, C.P.E. Bach, Gluck).

X. THE LATE EIGHTEENTH CENTURY The Age of Haydn and Mozart

XI. THE LIFE AND WORK OF LUDWIG van BEETHOVEN

XII. THE NINETEENTH CENTURY: ROMANTICISM The influence of the French and Industrial revolutions; the emergence of small forms (including the lied); developments in chamber and orchestral music; piano music; opera; the "literary" musician; program music (major composers include Weber, Schubert, Rossini, Bellini, Donizetti, Schumann, Chopin, Liszt, Paganini, Mendelssohn, Verdi, Wagner, Brahms, Wolf).

XIII. THE NINETEENTH CENTURY: POST-ROMANTICISM AND NATIONALISM Developments in Russia and France; national voices which will continue into the twentieth

century (Mahler, Strauss, Faure, Debussy, Mussorgsky).

XIV. THE TWENTIETH CENTURY Major stylistic movements and important composers born in the nineteenth century and after (Debussy, Ives, Bartok, Stravinsky, Schoenberg, Berg, Prokofieff, Webern, Copland, Shostakovich, Messaien, Varese, Cage, Boulez, Stockhausen, Berio, Adams, Bryars, etc.)

#### ASSIGNMENTS AND EXAM:

There will be ONE examination for Music 115, which will take place during the scheduled Camosun College Exam session. The exam will consist of TEN listening examples which are to be identified. Questions requiring brief answers will be asked relating to the listening examples. Study materials will be made available but regular attendance is strongly recommended.

There will be TWO written assignments required by Music 115.

ASSIGNMENT #1: Research and report on a figure or institution significant in the history of Canadian "classical" music. You may choose to write about a performer or a composer, or an institution. The objective of this assignment is to give students an opportunity to learn more about musical culture in this country - which is often underrated. A list of possible topics will be distributed during the first class.

The paper should be approximately 5 pages in length and include 3-5 bibliographical entries.

ASSIGNMENT #2: Attend a public performance (such as the Pacific Opera Victoria Student Dress rehearsal we will attend as a class) and write a review. This should be approximately 3 typewritten pages, double-spaced, and in your own words. The objective of this assignment is to encourage students to respond to and assess live musical experiences.

BOTH assignments are due on or before the last day of class this term. BOTH assignments must be submitted for you to receive a passing grade.

#### MARKING:

LISTENING EXAM: 30% of your mark

ASSIGNMENT #1: 40% of your mark

ASSIGNMENT #2: 30% of your mark

## 5. Basis of Student Assessment (Weighting)

*(Should be linked directly to learning outcomes.)*

(a) Assignments: two assignments due on or before the final class and a listening exam. Marking is as follows: Listening exam: 30% Assignment #1: 40% Assignment #2: 30%

(b) Quizzes

Other (e.g. Project, Attendance, Group Work)

## 6. Grading System

*(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)*

*(Insert appropriate approved grading system – see last page of this template.)*

The following percentage conversion to letter grade will be used:

A+ = 90 - 100%

A = 85 - 89%

A- = 80 - 84%

B+ = 77 - 79%

B = 73 - 76%

B- = 70 - 72%

C+ = 65 - 69%

C = 60 - 64%

D = 50 - 59%

F = 0.0 - 49%

Minimum grade of B- required by Foundation Year and Jazz Major Music students to pass this course. All non-Music students will receive a passing grade according to Camosun regulations.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

### ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)