



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Music**

**MUSC-124-DX01**  
**Music up to c. 1600**  
**2020F**

## **COURSE OUTLINE**

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The course description is online @ <http://camosun.ca/learn/calendar/current/web/musc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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### **1. Instructor Information**

(a)	Instructor:	Robert Holliston		
(b)	Office Hours:	By Appointment		
(c)	Location:	VCM 304		
(d)	Phone:	250-386-5311 x3040	Alternative Phone:	250-386-5311 x5000
(e)	Email:	rholliston@gmail.ca		
(f)	Website:	<a href="http://vcm.bc.ca/robert-holliston/">http://vcm.bc.ca/robert-holliston/</a> ; Camosun Desire to Learn course site for MUSC 124		

### **2. Intended Learning Outcomes**

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Upon completion of this course the student will be able to:

1. Recognize and discuss traits of major musical styles of the Western world from its traceable beginnings to 1600 CE.
2. Research, study, and analyze masterworks of the period for elements of musical style and relate findings in written discourse.
3. Discuss and demonstrate performance practice of music of this time including reading of period notation with assistance, improvising in a stylistically appropriate style, and postulating historically responsive solutions to performance problems of the period.
4. Discriminate by ear characteristics of period style for representative works of this time.
5. Place significant musical contributors of this time in relationship to one another geographically, chronologically, politically, spiritually, and musically.

### **3. Required Materials**

- (a) Texts  
Taruskin, Richard, Gibbs, Christopher H. *The Oxford History of Western Music: College Edition*. Second Edition New York: Oxford University Press, 2019
- (b) Other  
Camosun College, *Desire to Learn* course site for MUSC 124, log-in <https://online.camosun.ca/>  
Camosun Library Music Resources, log-in <http://camosun.ca.libguides.com/music>

## 4. Course Content and Schedule

### SUBJECT OUTLINE:

#### **ANCIENT AND MEDIEVAL MUSIC**

##### **1. Music from Antiquity to Gregorian Chant (ca. 1200 BCE to ca. 1200 CE)**

(Taruskin Chapter One, pp. 1-34)

ANCIENT GREEK MUSIC: First Delphic Hymn to Apollo

Seikilos' Epitaph/Skolion of Seikilos

Stasimon Chorus from Euripides' *Orestes* (chromatic and enharmonic versions)

GREGORIAN CHANT: Kyrie, Gloria and Agnus Dei (Mass TBA)

GREGORIAN CHANT: Alleluia: "Adorabo ad templum sanctum tuum"

HILDEGARD OF BINGEN

EARLY NOTATION

##### **2. Secular and Cathedral Music in the Middle Ages (ca. 1100 to ca. 1300)**

(Taruskin Chapter Two, pp. 35-71)

TROUBADOURS:

RAIMBAUT de VAQUIERAS and GIRAUT DE BORNELH

TROUVÈRES:

ADAM DE LA HALLE: excerpts from *Le jeu de Robin et Marion*

GREGORIAN CHANT: *Viderunt omnes* (Gradual for Christmas Day)

ELEVENTH-CENTURY FRENCH ORGANUM (Two-voice): from *Messe de la Nativité*: "Viderunt omnes"

NOTRE DAME ORGANUM:

LÉONIN: *Viderunt omnes*

PÉROTIN: *Viderunt omnes*

THE LATE THIRTEENTH-CENTURY MOTET

##### **3. The Ars Nova: Musical Developments in the Fourteenth Century**

(Taruskin Chapter 3, pp. 72-100)

Excerpts from *LE ROMAN DE FAUVEL* and PHILIPPE DE VITRY

GUILLAUME DE MACHAUT:

Excerpt from *MESSE DE NOSTRE DAME*: Kyrie

Isorhythmic Motets

Monophonic and Polyphonic Chansons

THE ITALIAN ARS NOVA (TRECENTO):

FRANCESCO LANDINI and JACOPO DA BOLOGNA

**THE RENAISSANCE** (Taruskin pp. 101-102)

##### **4. Music in Europe: Toward an International Style, 1300-1500**

(Taruskin Chapter Four, pp. 103-132)

ENGLISH POLYPHONY: *Sumer is icumen in* (ROUND):

JOHN DUNSTABLE

BURGUNDIAN SCHOOL

GUILLAUME DUFAY and GILLES BINCHOIS

COMPOSERS FROM THE NORTH

JOHANNES OCKEGHEM

##### **5. Church Polyphony in the Late Fifteenth and Sixteenth Centuries (ca. 1475-1600)**

(Taruskin Chapter 5 pp. 133-162)

JOSQUIN DES PREZ (Motets and Chansons) and his influence

PALESTRINA: The Reformation and Counter-Reformation (*Missa Papae Marcelli*)

ENGLISH (ELIZABETHAN) CHURCH MUSIC

## 6. Religious and Secular Music of the Sixteenth Century

(Taruskin Chapter Six, pp. 163-189)

ORLANDE DE LASSUS ("Carmina chromatico" from *Prophetiæ Sibyllarum*)

Polychoral Music: GIOVANNI GABRIELI (*Sacrae Symphoniae*)

ITALIAN MADRIGALS:

CARLO GESUALDO and CLAUDIO MONTEVERDI

ENGLISH MADRIGALS:

THOMAS MORLEY and THOMAS WEELKES

LUTE SONGS:

JOHN DOWLAND

MONTEVERDI: *Vespers* (1610)

## 5. Basis of Student Assessment (Weighting)

### (a) Assignments

Research assignment (bibliography, see details below): 20%

Worksheets (take-home assignments derived from the required Taruskin text book designed to help the students become more fluent in the language, terminology, technique, etc., of the compositions studied.):

Take-home worksheets (5): 25%

### (b) Quizzes: There will be TWO quizzes comprised of listening examples from music that has NOT been studied or listened to in class. The style, however, will be very similar. These quizzes are designed to help focus your listening in preparation for the mid-term and final exams.

In-class quizzes (2): 10%

### (c) Exams: Both mid-term and final exams will be made up of listening examples taken from the music studied in class. Questions pertaining to these selections will be asked. In addition, there will be a small number of questions with no listening component, such as brief definition questions, mix-and-match, etc. The Final Exam will include a brief, note-form essay, the subjects for which will be given to the class one week prior to the exam

Mid-term exam: 20%

Final exam: 25%

## Music 124 RESEARCH ASSIGNMENT

PROJECT: To compile an annotated bibliography of writings on a musical topic of your choice pertaining to the periods studied during this term. In choosing your topic, particular attention should be paid to style of performance – i.e., how can you determine how, where, and on which instrument(s) was this music performed during the period in which it was composed? You may consider a composer (e.g. Guillaume de Machaut), a genre (e.g. Italian madrigal), a specific work (e.g. *Sper in alium*), a collection (e.g. *Fitzwilliam Virginal Book*), an instrument (e.g. shawm), a treatise (*De institutione musica* or *Musica enchiridis*), etc.

The following items will be circulated to the class to help introduce you to the available resource(s) and to the format:

- handout from UVic Music Library
- Chicago-style citation Quick Guide

You are required to identify the resource (include title, chapter if applicable, journal if applicable) and give a brief paragraph-long description of its content and value (eg., what material it basically covers, if there are illustrations and/or musical examples, etc.). You should aim for a total of 5-7 sources. Depending on your topic, this could involve some editing on your part: try to ensure that your bibliography would actually be useful to a third party, and therefore avoid including books or articles that only mention or otherwise skim over your topic.

The McPherson Library at UVic is the most valuable resource for any research assignment, and they have a particularly good music section. Due to Covid-19 restrictions and protocols it is likely that the bulk of your work will be done online. Be selective and discriminating when using Internet sources and don't hesitate to come to me with any questions or concerns, and/or to contact the UVic music library personnel directly.

## 6. Grading System

<b>X</b>	Standard Grading System (GPA)
	Competency Based Grading System

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

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

### A. **GRADING SYSTEMS** <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

#### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
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90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

## 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete</i> : A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress</i> : A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal</i> : A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.