

**DOMINICAN
UNIVERSITY**
of CALIFORNIA
School of Liberal Arts and Education

Music Appreciation for Teachers

EDUO 9817

1 Semester Credit/Unit

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Note: This is a Public syllabus of the course. For a fully detailed syllabus, please email the instructor.

OVERVIEW

Discover how focusing on different types of music that exist in the world can enrich lives and learning. Initiate an understanding of music in general by attending live, or watching online, a minimum thirty-minute concert or performance and then listening to similar music selections. Nourish a deeper understanding of your music choices by analyzing the music's origins, how you feel when you listen to it, and what about it gives you that feeling. Apply this deeper understanding of music's influence to work as a tool that can support learning in your classroom.

COURSE OBJECTIVES

By the end of this course the participant will have:

- attended a live performance or watched one online of a specific type of music
- listened to recordings of that same type of music
- researched the history of that type of music
- analyzed the following characteristics of that type of music: sound; rhythm, melody, timbre (tone color)
- described its mood effect
- determined its influence upon you and how you can use this to teach/enhance teaching of the Common Core Standards

1. Live or Online Performance

Attend a live musical performance or watch one online from one of the following genres/types of music:

Scan or attach a copy of your ticket stub or program cover or attach the online link.

- Blues
- Classical (opera, ballet or symphony)
- Ethnic/non-Western
- Jazz
- Rock/Pop/Alternative
- Big Band

- Blue Grass
- Country
- Folk
- Rap/Hip hop
- Reggae
- Celtic
- Or Genre of your choice

2. Recordings

Listen to at least three different recordings of the genre/type that was played at the live performance you attended or listened to online in **1**.

Scan, type (if from a website, You Tube, i Tunes, etc.) or attach a copy of the cover or label of those recordings.

3. History

Write a brief (1-2 pages) history of the genre/type of music you heard in **1** and **2**.

Web Resources for **GENRES** and **ELEMENTS** of music:

- <https://musicmap.info>
- https://en.wikipedia.org/wiki/Category:Music_history_by_genre
- http://en.wikipedia.org/wiki/List_of_popular_music_genres
- https://prezi.com/uatg_d6itabe/7-elements-of-music
- wmich.edu/mus-gened/mus170/RockElements.pdf

Books:

The All Music Guide: The Definitive Guide to Popular Music
By Backbeat Books - All Media Guide

Teach Yourself Music Theory
By Margaret Richer

The Oxford Dictionary of Musical Terms
By Alison Latham

Pocket Manual of Musical Terms
Schirmer Pronouncing

4. Additional Recordings

Listen to at least three different recording of another chosen single genre/type.

Scan, type (if from website, You Tube, i Tunes, etc.), or attach a copy of a cover or label of these recordings.

5. Basic Elements

After attending the live performance or watching an online concert and listening to the recordings you've chosen, in a response of 3-4 pages describe how the basic elements below were incorporated into both the live or online and the recorded music you heard in **1** and **2** and compare and contrast them with the basic elements of music from your other chosen genre/type **4**.

Basic elements: (see resources in 3)

- **SOUND** - Vibrations that stimulate the auditory nerves
 - Pitch – high or low?
 - Loudness – loud or soft?
- **RHYTHM** – The organization of musical time
 - Beat – is it regular or does it pulsate?
- **MELODY** - How the sounds are put together
 - Monophonic – one melody?
 - Polyphonic – two or more melodies at the same time?
 - Homophonic – one melody with simple instrumental accompaniment?
- **TIMBRE** – (TONE COLOR) – Quality of pitch
 - Voice Type – soprano (high), alto tenor, bass (low)?
- **MOOD** -
 - How does the music make you feel?

6. Reflection

In **5** you reported on various elements of your chosen music's genre/type. Now write a 1 – 2 page reflection on how the information gleaned from this study could affect you as a teacher as well as in other aspects of your life. If you plan to incorporate such knowledge into lessons for your students, include a discussion on the potential effect on the classroom.

GRADING RUBRIC

Exemplary: A+ to A-	Acceptable: B+ to B-	Unacceptable: Must be resubmitted
Clearly and thoroughly addresses each of the assignments and shows a logical progression in their usage	Addresses all assignments with clarity	All assignments are not addressed or responses are not clear in their meaning.
Responses are clear and easy to read	Response can be read	Response is difficult to read
Shows careful editing so that egregious errors in punctuation, spelling, and usage have been eliminated	Minor mechanical errors exist but do not seriously distract from the meaning	Shows little organization and has poor punctuation, with spelling errors