

## **Music Appreciation: The Enjoyment of Listening**

### **COURSE DESCRIPTION**

#### **Music Appreciation**

Music is part of everyday lives and reflects the spirit of our human condition. To know and understand music, we distinguish and identify cultures on local and global levels. This course will provide students with an aesthetic and historical perspective of music, covering a variety of styles and developments from the Middle Ages through the Twentieth First Century. Students will acquire basic knowledge and listening skills, making future music experiences more informed and satisfying.

### **COURSE METHODOLOGY**

- This is an inquiry-based course. Students will generate knowledge through online readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

**COURSE PARTICIPATION OBJECTIVES**

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

**Citizenship**

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

**Communication**

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

## **COURSE OUTLINE**

### **Unit 1: The Elements of Music**

The world is full of music. We hear it as we shop and while driving in our cars. We attend concerts and buy albums and digital downloads to listen to by ourselves. Yet, despite having music surround us, we may not always stop to consider the elements and pieces that combine to make music. In this unit, we will consider some of the basic elements of music and how these elements are used in different genres of music. We will discuss pitch, rhythm, dynamics, melody, and form. Each of these elements is present in the music that we hear and play. It is the combination of them that produces a unique and interesting piece of music.

### **Learning Objectives**

- Describe the basic elements of music.
- Understand and discuss pitch and melody and their roles in a piece of music.
- Discuss some of the notations and language used to distinguish rhythm in a piece of music.
- Understand dynamics and its effect on music.
- Analyze and discuss form in music and how this involves the other elements of music.

### **Activities**

Unit 1 Text Questions	Homework	10 points
Unit 1 Lab Questions	Homework	10 points
Unit 1 Discussion Part 1	Discussion	5 points
Unit 1 Discussion Part 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points

**Unit 2: Pop Music**

Since the mid-twentieth century, pop music has been associated with youth culture. With the advent of rock and roll in the 1950s and the gradual separation of rock and pop music, young people have flocked to popular artists, spending billions of dollars on music, concerts and performances, and merchandise. In this unit, we will discuss the development of pop music, with its catchy tunes and lyrics. In doing so, we'll learn how pop music built on the musical genres that came before it and how technology influenced pop.

**Learning Objectives**

- Describe the relationship between popular music and pop music.
- Discuss the characteristics that help define pop music.
- Show how technological advances helped shape pop music.
- Discuss the history and development of pop music.
- Discuss the current status of pop music.

**Activities**

Unit 2 Text Questions	Homework	10 points
Unit 2 Lab Questions	Homework	10 points
Unit 2 Discussion Part 1	Discussion	5 points
Unit 2 Discussion Part 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points

**Unit 3: Ancient Music**

While we may never know what the first music sounded like, we do know that music has played a role in human history for thousands of years. This unit will focus on what is known about the history of music through the Middle Ages. It will include a discussion on the types of instruments that were used as well as the role of music in early societies. We will examine what is known about music in ancient Greece and the development of classical music in the Western world.

**Learning Objectives**

- Discuss the history of music before the Middle Ages.
- Describe the role of music in ancient societies.
- Discuss the styles of music that were present before the Middle Ages.
- Describe what musical instruments were used in ancient times.
- Trace the development of music through the Middle Ages.

**Activities**

Unit 3 Text Questions	Homework	10 points
Unit 3 Lab Questions	Homework	10 points
Unit 3 Discussion Part 1	Discussion	5 points
Unit 3 Discussion Part 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points

**Unit 4: Renaissance Music**

In this unit, we will learn more about the music of the Renaissance. The Renaissance in Europe was a time of great discovery and creation, and this was reflected in the music of the time. Music and society influenced each other in a number of complex ways, from the invention of the printing press to the increasing popularity of dancing and instrumental music. A number of instruments were created during this time that would eventually be adapted into the forms that we are familiar with today.

**Learning Objectives**

- Understand the Renaissance and its relationship to the music of this time period.
- Discuss the effects of music on society.
- Describe some of the instruments that were developed during this period.
- Discuss some of the characteristics of Renaissance music and the forms of music composed.
- Talk about a few of the influential composers of Renaissance music.

**Activities**

Unit 4 Text Questions	Homework	10 points
Unit 4 Lab Questions	Homework	10 points
Unit 4 Discussion Part 1	Discussion	5 points
Unit 4 Discussion Part 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points

**Unit 4: Renaissance Music (Continued)****Midterm Exam Objectives**

Review information acquired and mastered from this course up to this point.

- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

**Midterm Exam Activities**

Midterm Discussion	Discussion	5 points
Midterm Exam	Exam	50 points

**Unit 5: The Baroque Period**

The Baroque period of music left a lasting impression on Western music. From about 1600 to 1750, composers changed some of the musical notation, established opera, and expanded instrumental performance. This unit will focus on the development of music styles such as opera and classical music. Composers such as Bach and Handel will be considered.

**Learning Objectives**

- Discuss the transition from earlier forms of music to music of the Baroque period.
- Analyze the changes that this period made to Western music.
- Discuss opera and how it developed.
- List some of the composers and musicians during this time period.
- Trace the development of music through the Baroque period.

**Activities**

Unit 5 Text Questions	Homework	10 points
Unit 5 Lab Questions	Homework	10 points
Unit 5 Discussion Part 1	Discussion	5 points
Unit 5 Discussion Part 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points



### **Unit 6: The Classical Era**

From about 1750 to 1830, the Classical period of music occurred. Often lighter and less complex than music from the Baroque period, music from the Classical period features frequent changes in mood and an emphasis on instrumental music. This unit will focus on the classical period of music. It will discuss composers such as Mozart and Beethoven.

### **Learning Objectives**

- Analyze the changes in music during the Classical period.
- Discuss the musical forms, such as sonatas, that were popular.
- Describe the common features of music from the Classical period.
- Discuss some of the composers from this period.
- Trace the development of music during the Classical period.

### **Activities**

Unit 6 Text Questions	Homework	10 points
Unit 6 Lab Questions	Homework	10 points
Unit 6 Discussion Part 1	Discussion	5 points
Unit 6 Discussion Part 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points

**Unit 7: The Romantic Period**

During the 1800s, the Romantic period in music developed, creating many of the modern forms of music. This unit will focus on the Romantic period in music. It will discuss composers such as Chopin, Liszt, and Tchaikovsky. We will explore the effect of the increase in orchestra size on the music composed, as well as the increased importance of music performance and concerts.

**Learning Objectives**

- Describe the music of the Romantic period and how it differs from earlier music.
- Discuss the features and characteristics of music from this period.
- List some of the composers and musicians from this time period.
- Understand the role of music in society during this time period.
- Trace the development of music during the Romantic period.

**Activities**

Unit 7 Text Questions	Homework	10 points
Unit 7 Lab Questions	Homework	10 points
Unit 7 Discussion Part 1	Discussion	5 points
Unit 7 Discussion Part 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points

### Unit 8: Jazz

During the early twentieth century, jazz evolved as a musical style that brought together music traditions from both the West and Africa. One of the key features of this musical style is improvisation. In this unit, we will discuss the development and influence of jazz. We will learn about some of the jazz musicians who helped to develop this form of music.

### Learning Objectives

- Discuss the musical traditions that combined in jazz.
- Describe the characteristics and features of jazz music.
- Understand improvisation and its role in jazz music.
- Discuss some of the musicians who helped to develop jazz.
- Trace the development of jazz during the twentieth century.

### Activities

Unit 8 Text Questions	Homework	10 points
Unit 8 Lab Questions	Homework	10 points
Unit 8 Discussion Part 1	Discussion	5 points
Unit 8 Discussion Part 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points

**Unit 8: Jazz (Continued)****Final Exam Objectives**

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units.  
(Note: You will be able to open this exam only one time.)

**Final Exam Activities**

Class Reflection Discussion	Discussion	10 points
Final Exam	Exam	50 points

### **HOW YOU WILL BE GRADED**

**For critical thinking questions**, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

**It is important to provide detailed answers for insight/opinion questions.**

**For review questions**, you should produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

**When submitting paragraphs**, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

### **GRADE SCALE**

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

**SUPPORT**

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at [info@nuvhs.org](mailto:info@nuvhs.org) or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

**EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)****Engaged Learners**

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

**Critical Thinkers**

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

**Effective Communicators**

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

**Global Citizens**

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century