

# Common Course Outline

MUSC 109

Survey of World Music

3 Semester Hours

## The Community College of Baltimore County

### Course Description:

Explores traditional musics from many regions and cultures of the world. Topics include: ideas about music, the social organization of music, the variety of musical sound, performance practices, and musical acculturation.

### Overall Course Objectives:

Upon successful completion of this course, students will:

- A. Articulate the role of music in society, including “Western” society and various “traditional” or non-Western societies;
- B. Identify musical instruments of the world and their classifications (according to the Sachs/Hornbostel system);
- C. Discuss the elements of music (melody, rhythm, harmony, timbre, texture, form) as they are perceived in guided-listening exercises;
- D. Identify stylistic characteristics of traditional music of various selected regions and/or cultures;
- E. Analyze the use of musical elements in traditional music of various world cultures, and articulate this knowledge orally and/or in writing;
- F. Discuss the concept of acculturation, and the impact of acculturation on various music-cultures;
- G. Compare and contrast the traditional musics of various cultures with regard to cultural context, and articulate this knowledge orally and/or in writing;
- H. Discuss the roles of musicians in various world music cultures;
- I. Identify the geographic locations of various music-cultures on the map;
- J. Integrate information technology in the study of music of various world cultures; and
- K. Perform, at a rudimentary level, via singing, clapping, and/or percussion, music of various representative cultures, not as an attempt at authentic practice, but to understand the musical components of various musical styles and genres.

### Major Topics:

These topics will be covered in the following general order:

- A. The definition of Music: what is it, and why and how is it used?
- B. The levels of active music-listening:
  1. Sensory
  2. Emotional
  3. Contextual

4. Analytical
- C. Creating a music-cultural context for listening:
  1. What is this music called?
  2. What does this music mean?
  3. Who performs the music?
  4. Why is it performed?
  5. When is it performed?
  6. Where is it performed?
  7. How is a performance of this music organized?
- D. The elements of music:
  1. Melody – the characteristics of melody, the materials of melodic construction (known as scales, modes, *ragas*, *maqam*, among other names), contour, range, tessitura, ornamentation
  2. Rhythm – meter, tempo, pattern
  3. Harmony – functional harmony, drone, parallel homophony
  4. Texture – monophonic, song textures (melody with drone, melody with chordal accompaniment), heterophonic, polyphonic
  5. Timbre – the variety of vocal and instrumental tone color; timbre as an identifying feature of musical genre
  6. Form – from simple to complex
- E. The classification of musical instruments, according to the Sachs/Hornbostel classification system:
  1. aerophones
  2. membranophones
  3. idiophones
  4. chordophones
- F. The geography of music-cultures
- G. Exploration of the music-culture of the following regions:
  1. East Asia – traditional instrumental and vocal music of China and Japan
  2. Southeast Asia – the Indonesia *Gamelan* ; *Kecak* – The Ramayana Monkey Chant
  3. South Asia – vocal and Instrumental Music of India, the “Bollywood” musical film
  4. Middle East/ North Africa –Arabic and Hebrew instrumental and vocal music
  5. Sub-Saharan Africa –West African drumming and singing; the *Mbira* and *Balafon* music of East Africa; South African choral singing
  6. Europe – the Bulgarian Radio Women’s Choir; Instrumental and vocal music of Ireland; “*Riverdance*”
  7. South America – Brazilian samba; Andean panpipe music
  8. The Caribbean – Jamaica - the roots of reggae; Cuban mambo; “Salsa”
  9. North America – Native American tribal music, Appalachian vocal and instrumental music, African-American traditional gospel, spirituals, and blues

**Course Requirements:**

The Community College of Baltimore County is committed to providing a high-quality learning experience that results in growth in knowledge, attitudes, and skills necessary to function successfully as a transfer student, in a career and as a citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for their individual growth by attending classes, completing all homework and other assignments, participating in class activities and preparing for tests.

Student achievement will be measured in a variety of ways, including, but not limited to:

- A. A minimum of three written evaluations;
- B. Successful completion of weekly listening assignments - assessed through classroom discussions and at least two evaluations which will contain a listening component;
- C. Level of acquisition of critical listening skills- assessed through classroom discussions and at least two evaluations which will contain a listening component;
- D. Evidence of effective use of study and research time – assessed through written evaluations and correct use of bibliographic citation on submitted work;
- E. Attendance at a minimum of one concert/recital performance, and the submission of a written review of the concert/recital;
- F. Quality of at least one individual and one collaborative learning assignment/project;
- G. Regular and punctual attendance at all class sessions – per music program attendance policy;
- H. Full and active participation in class discussions and activities (including classroom musical performances) – assessed through a weekly participation grade

**Other Course Information:**

We take seriously our responsibility to maintain high-quality programs and will periodically ask you to participate in assessment activities to determine whether our students are attaining the knowledge, attitudes and skills appropriate to various courses and programs. The assessment activities may take many different forms such as surveys, standardized or faculty-developed tests, discussion groups or portfolio evaluations. We ask that you take these activities seriously so that we can obtain valid data to use for the continuous improvement of CCBC's courses and programs.