**FINE ARTS 103**
Introduction to Fine Arts: Music
Spring 2016
Kit Voorhees, Instructor
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Wednesday morning 9am to 12:30pm
Class meetings: March 9, 16, 23, 30 and April 6, 13, 20, 27.

**COURSE DESCRIPTION**
This survey course works within the Doane Plan for returning students and within the Doane Core for new students. We will examine the history of classical music of the Western World through the six periods of musical development. These include Medieval, Renaissance, Baroque, Classical, Romantic and Modern eras and their current usages in the 21st century. A brief survey of such popular forms as film, radio, TV and Broadway shows will also be presented.

We will explore how music affects the listener in three ways: Emotional, Intellectual and Analytical. Students will be introduced to a variety of musical instruments and their usages as well as the great variety of vocal forms not just in our own culture but in a few samplings of world culture.

**TEXT**
In lieu of a printed text course materials will include individual students materials that include handouts, CDs and DVDs. These materials will be given to students on first day of class.

**SYLLABUS**
Emphasis in this course will include both classical and popular music and its relevance to our world today. Primary focus will be on music as it is used across the various genres and events within the American culture. Attention will be paid to the centrality of music in almost all events of life in the United States. A contrast of other cultures’ music will be touched on just briefly as it intersects with the US cultural usages. EXAMPLE: How did our wedding music become somewhat codified? What are the origins of some of our national sports music?

You will be responsible for the completion of weekly listening assignments both from your CDs and from U Tube through the semester. As you encounter each listening assignment you will be given guidelines to help you assess various facets or characteristics of each work, as well as it possible origin.

Music has many, many practical uses and applications. For example music is used in such varied events as physical and psychological therapy, marketing, storytelling, dancing, weddings and graduations, courtship, national military and governmental events.
By the third week of the term each student is to have chosen a single genre or area of music within the U.S to explore throughout the quarter. I suggest that you make a list of at least three such areas that are of particular interest to you. This will help us avoid duplication of research project. The field is extremely wide so you might consider thinking a bit outside the box!

**COURSE GOALS**

Students will develop a rudimentary understanding of the variety of music that is easily accessible to us in our everyday world. Emphasis will be placed on the historic evolution of music and its relevance to our individual and collective worlds. We will also explore the meaning of the popular belief that “music is the international language for the entire world” and how this can be or is true.

**COURSE OBJECTIVES**

1. Students will develop an understanding of the origins of music from prehistory to the present.
2. Students will learn how various cultures throughout history and through the world contributed various elements to music.
3. Students will be able to identify how both secular and sacred music developed and intersects or digresses.
4. Students will develop a sense of how traditional uses of music have come into common usage.

**GRADING**

**Attendance and participation** are integral to my method of conduction. Discourse among students and instructor is a major part of each class. Keeping to a firm schedule of assigned readings & listening exercises are integral to the successful completion of any course. Consequently, staying on the requested assignment schedule will count for 20% of your grade.

**Assignments** include a weekly journal due to me each week no later than four days after our class meetings. Thus all homework must be emailed to me no later than Sunday by 10 pm. Occasional other short assignments may be give and these will be due according to the relevance of the assignment. For instance, I may ask you to find a particular example of music and explore it origins and share it in class. These responses will count for 30% of your grade.

**Research** of your selected topic include both a short, informal class presentation and a written research paper. The requirements for this will be discussed in class as you each choose your subject. Your class presentation is to be presented to us on the last day of class. This will count for 25% of your grade. The formal, written paper will be due to me no later than on week following our final class meeting. The due date for your paper, therefore is Wednesday, May 4th at the very latest. This will count for 25% of your grade.
CLASS SCHEDULE
Please note that all class sessions will include listening to excerpts and a discussion of its relevance.

Week one: Introduction to the elements of music and musical style. Following our class clarification of the syllabus the balance of the class will include an introduction to music vocabulary, elements and practices.

Week two: Introduction to a broad selection of instruments of western culture and a brief look at idio-centric instruments of several world cultures.

Week three: Uses of music in ceremony and ritual and exploration of how certain musical works have come to be an integral part of various social and ritualistic occasions. How have tensions between sacred and secular music arisen.

Week four: Use of music in marketing has become an enormous field of endeavor. How do copyright, provenance and public domain rights affect the commercial use of music.

Week five: Use of music in therapy both professionally and individually. Other uses of music that create a specific climate and/or can become intrusive rather than helpful.

Week six: Effects of media on the popularity, acceptance and acceptance or rejection of various musical styles as they evolve over succeeding generations. The importance and appeal of words in certain music genres will be explored.

Week seven: Careers in music and why is it that as children consider their potential choice of careers parents tend to react negatively to the concept of a career in music. This will include both classical and popular music occupations.

Week eight: Student presentations and wrap-up.