

All Level Music - MUSC 2733

Introduction to Western and World Music

Domain I- Listening

Competency 002- The teacher recognizes and describes music of diverse genres, styles and individuals in the history of music and their significance

A. Recognizes and demonstrates knowledge of major periods, styles and individuals in the history of music and their significance (e.g., Middle Ages, Renaissance, Baroque, Classical, Romantic, Modern).

Introduce

B. Characterizes and classifies examples of non-Western music (e.g., Indonesian gamelan, African drumming, Indian raga, Cuban salsa) by genre, style, culture or historical period.

Introduce

C. Recognizes and describes music that reflects the heritage of the United States and Texas (e.g., folk songs, work songs, jazz, blues, gospel, Tejano, country, bluegrass).

Introduce

Competency 003- The teacher evaluates and critiques musical compositions and

A. Identifies vocal and instrumental sounds and distinguishes among timbres (e.g., voice and instrument types and ensembles).

Introduce

Domain III- Music History and Culture

Competency 006- The teacher demonstrates a comprehensive knowledge of the history of Western music and their significance

A. Recognizes and describes major periods (e.g., Middle Ages, Renaissance, Baroque, Classical, Romantic, Modern), styles and individuals in the history of Western music and their significance.

Introduce

B. Characterizes and classifies examples of Western music by genre, style, culture or historical period.

Introduce

Competency 007- The teacher understands music of diverse genres, styles and cultures


A. Characterizes and classifies examples of non-Western music (e.g., Indonesian gamelan, African drumming, Indian raga, Cuban salsa) by genre, style, culture or historical period.

Introduce

B. Recognizes and describes music that reflects the heritage of the United States and Texas (e.g., folk songs, work songs, jazz, blues, gospel, Tejano, country, bluegrass).

Introduce

C. Analyzes the purposes and roles of music in society and culture and analyzes relationships between music and society, culture and technology.



Introduce

Activities/Projects/Assignments

styles and cultures in a musical recording.

Students accurately place a musical work within its historical, cultural, or stylistic context. Listening quizzes over each period and in general (multiple periods) give students multiple opportunities to hone their skills.

Students distinguish similarities and differences in musical characteristics among art, folk, and world music traditions.

Students write critiques of the music performed in live concerts and on recorded albums.

Throughout the semester students have numerous opportunities to familiarize themselves with the music of the United States and Texas in particular through class demonstrations, discussions, and projects.

performances in a musical recording.

Students identify, recognize, and describe general stylistic characteristics and properties of music using standard acceptable musical terminology.

history of Western music.

Students will be able to discuss one stylistic musical period and also compare and contrast between the various periods of music history.

Students will aurally recognize examples of Western European music by genre, style, culture, or historical period.

Itures and knows how music can reflect elements of a specific society or culture.

Student discusses and writes about the various sounds, genres, instruments, and means of vocal production in music from various parts of the world.

Students discuss and analyze various musics of the United States in general and Texas in particular, including stylistic characteristics and examples of folk songs, bluegrass, Tejano, and Mariachi genres

The current textbook focuses on the interactions between musics from various parts of the world and other human activities such as memory, migration, dance, and ritual, so each student will have writing assignments and tests over many aspects of this domain competency.

