

Montgomery County Community College
MUS 211
Western Music History 1: From Medieval to Renaissance
3-3-0

COURSE DESCRIPTION:

An exploration of the music and culture of Western civilization from ancient times to the Renaissance. Students will study both the sacred and secular music of the medieval and renaissance periods, including (but not limited to) Gregorian chant, Troubadour songs, Madrigals, Motets, Masses, and instrumental music. Each musical genre will be examined on the basis of its intrinsic characteristics as well as in connection with the aesthetic, social, philosophical, political, and economic environment in which it was created. Students will be expected to have a basic understanding of standard musical notation.

REQUISITES:

Previous Course Requirements

- ENG 010A Basic Writing or ENG 011 Basic Writing II or ESL 011 ESL Basic Writing II
- REA 011 Fundamentals of College Reading or REA 017 Vocabulary and Reading Comprehensive Development II

Concurrent Course Requirements

None

COURSE COMMENT:

MUS 120 Music Fundamentals is recommended but not required as a prerequisite.

LEARNING OUTCOMES Upon successful completion of this course, the student will be able to:	LEARNING ACTIVITIES	EVALUATION METHODS
1. Explain the influence of ancient Greek musical thought on the music of the medieval and renaissance periods.	Readings Discussion Listening Assignments Score Study Research Project	Written Essays Written Objective Tests, Quizzes, and Homework Assignments In-Class Discussion
2. Identify and describe the musical characteristics of major genres of medieval and renaissance music.	Readings Discussion Listening assignments Score study Research project	Written Essays Written Objective Tests, Quizzes, and Homework Assignments In-Class Discussion

LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION METHODS
3. Describe the cultural environment that gave rise to the major genres of medieval and renaissance music.	Readings Discussion Listening assignments Score study Research project	Written Essay Written Objective Tests, Quizzes, and Homework Assignments In-Class Discussion
4. Identify major figures in early music history, and explain their importance.	Readings Discussion Listening assignments Score study Research project	Written Essays Written Objective Tests, Quizzes, and Homework Assignments In-Class Discussion

At the conclusion of each semester/session, assessment of the learning outcomes will be completed by course faculty using the listed evaluation method(s). Aggregated results will be submitted to the Associate Vice President of Academic Affairs. The benchmark for each learning outcome is that *70% of students will meet or exceed outcome criteria*.

SEQUENCE OF TOPICS:

1. Course introduction
2. The Ancient and Medieval Worlds
 - a. Music in Antiquity
 - 1) Pythagoras, Ptolemy, Aristotle, and Plato
 - 2) Basic Greek principals of music
 - b. The Christian Church in the First Millennium
 - c. Roman Liturgy and Chant
 - 1) Pope Gregory I
 - 2) Liturgies: The Office and the Mass
 - 3) Later developments: Tropes and Sequences
 - 4) Hildegard of Bingen
 - 5) Guido of Arezzo
 - d. Song and Dance Music in the Middle Ages
 - 1) Goliards, Jongleurs, Troubadours, Trouveres, Minnesingers and Meistersingers
 - 2) Instrumental music at court and elsewhere
 - e. Polyphony through the Thirteenth Century
 - 1) Organum
 - 2) Leonin and Perotin and the Notre Dame school of polyphony
 - 3) Motet
 - 4) Franco of Cologne and Petrus de Cruce
 - f. French and Italian Music in the Fourteenth Century
 - 1) The changing culture of the late Medieval period
 - 2) The “Ars Nova” vs. the “Ars Antiqua”
 - 3) Philippe de Vitry, Guillaume de Machaut, Francesco Landini
3. The Renaissance
 - a. Renaissance culture & Humanism

- b. England and Burgundy in the Fifteenth Century
 - 1) Dunstaple (Dunstable), DuFay, Binchois
- c. Franco-Flemish Composers, 1450–1520
 - 1) Ockeghem, Josquin, Isaac
- d. Sacred Music in the Era of the Reformation
 - 1) Martin Luther and the Reformation
 - 2) Music in the Lutheran church, the Calvinist church and the Church of England
 - 3) The Counter-reformation, Council of Trent and Palestrina.
- e. Madrigal and Secular Song in the Sixteenth Century
 - 1) Frottola vs. Madrigal
 - 2) Poetry and the Madrigal: Bembo and Petrarch
 - 3) Arcadelt, Verdelot, Willaert, Rore, Gesualdo, Monteverdi
 - 4) Secular vocal music outside Italy
 - a) Chanson, Lied, Villancico, Lute songs
 - b) Attaignant, Dowland
- f. The Rise of Instrumental Music
 - 1) Instrument types and ensembles
 - 2) Dance music and improvisation
 - 3) Keyboard music
 - 4) Canzonas and Sonatas
 - 5) Praetorius, Gabrielli, Byrd
 - 6) Fitzwilliam Virginal Book

LEARNING MATERIALS:

REQUIRED

Burkholder, J. Peter, Donald Grout, and Claude Palisca. (2014). *A History of Western Music* (9th ed.). New York: W.W. Norton.

RECOMMENDED

Burkholder, Peter, and Claude Palisca. (2014). *Norton Anthology of Western Music: Volume 1*. New York: W. W. Norton.

Norton Recorded Anthology of Western Music: Volume 1. New York: W. W. Norton. 2014.

Other learning materials may be required and made available directly to the student and/or via the College's Libraries and/or course management system.

COURSE APPROVAL:

Prepared by: Andrew T. Kosciesza

Date: 6/16/2008

VPAA/Provost Compliance Verification: Dr. John C. Flynn, Jr.

Date: 6/23/2008

Revised by: Andrew T. Kosciesza

Date: 7/6/2013

VPAA/Provost or designee Compliance Verification:

Victoria L. Bastecki-Perez, Ed.D.

Date: 8/9/2013

Revised by: Andrew T. Kosciesza

Date: 12/27/2017

VPAA/Provost or designee Compliance Verification:

Date: 1/10/2018



This course is consistent with Montgomery County Community College's mission. It was developed, approved and will be delivered in full compliance with the policies and procedures established by the College.