College of San Mateo Course Outline

			Date: January 24, 2005
Department:	Music	Number: 665	
Course Title:	Special Topics in Music I		Units: 1
Hours/Week:	Lecture: 3	Lab:	By Arrangement: 6
Length of Cour		Lab.	Grading
Semest			Letter
<u> </u>	ourse (Number of weeks_	,	☐ Credit/No Credit
	ntry/Open exit		Grade Option (letter or Credit/No Credit)
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1. Prerec	quisite (Attach Enrollment	t Limitation Val	lidation Form.)
Demon	stration of proficiency.		
2. Corequ	uisite (Attach Enrollment	Limitation Vali	dation Form.)
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3. Recom	nmended Preparation (At	tach Enrollmen	ıt Validation Form.)
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4. Catalog	g Description (Include pro	erequisites/cor	equisites/recommended preparation.)
perforr extend	ming arts. Designed for v	ocalists, pianis performance p	dvanced study in specialized areas of the ts, and instrumentalists, this course provides for practice and performance art using selected
5. Class S	chedule Description (Inc	clude prerequisi	ites/corequisites/recommended preparation.)
The cla	ass schedule description w	vill vary accord	ing to the specific topic that is offered.
6. Course	Outcomes (Identify 5-8	expected learr	ner outcomes using active verbs.)
1. Der 2. Dev 3. Der 4. Dev	completion of the course, monstrate and perform we wellop and use improved nonstrate successful technology criteria for judging	vith improved s nusic reading a nniques. performance c	kill. bility. of other students.

- 7. Course Content (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)
 - 1. Specific techniques for music performers
 - 2. Music literature and history
 - A. Study of American composers and their repertoire
 - B. Study of European composers and their repertoire
 - 3. Performance activities and standards
 - A. Concert routines
 - B. Musical responsibilities
 - C. Audience awareness
 - D. Performance strategies
 - E. Group interactive skills
 - 4. Musical aptitudes
 - A. Rehearsal techniques
 - B. Improvement of skills
 - 5. Concert Performance
 - A. Participation
 - B. Critique

None

8. Representative Instructional Methods (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

Instructor lecture, demonstration (modeling), observation, and critique of student skills. Instructor-guided comparisons of musical pieces and performances using full class and small-group examples and listening to recorded music. Intensive in-class study and rehearsal of specific music leading to performances of same. Students will study and practice out-of-class assignments to enhance in-class and concert performances.

9. Representative Methods of Evaluation (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Instructor observation of improvement in exercises and passages of music and application of improvements in rehearsal. Assessment of success in music reading activities during class exercises, rehearsals, and performances. Student evaluations of their own contribution to the music. Evidence of preparation for rehearsal and of success in performance.

10. Representative Text Materials (With few exceptions, texts need to be current. Include publication dates.)

Prepared by:	
	(Signature)
Email address:	
Submission Date:	