

BMU201 Theory Rudiments for a Multicultural Music Curriculum (Part I)

Level: 2

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY JAN

Synopsis:

This course seeks to provide students with a basic theoretical understanding of music pertaining to melody, harmony, rhythm, dynamics, timbre, texture and structural organization. Musics from a variety of cultures beyond the Western classical will be drawn upon to achieve a broad enough understanding of musical processes and their underlying theoretical basis as understood within the musical tradition in question. Guided listening and some in-class music-making will be included to enhance the musical understanding

This subject knowledge serves as an important basis for the designing of a multicultural music curriculum. Additionally, the conceptual understandings gained will enable students to further their musical learning beyond the select musical traditions covered in this course.

Topics:

- What is Music?
- Musical time
- Scales and Modes
- Sonorities and syntax
- Musical textures
- Musical structures

Textbooks:

: (Bundled with CDs) World Music A Global Journey - 4th Edition 4 Routledge
ISBN-13: 9781138911277

: (Bundled with CDs) World Music A Global Journey - 4th Edition 4 Routledge
ISBN-13: 9781138911277-AA

: <setbook> World Music: Traditions and Transformations , 3rd Edition by Michael B. Bakan
ISBN-13: 9781260084511

: <setbook> All About Music Theory: A Fun and Simple Guide to Understanding Music by Mark Harrison
ISBN-13: 9781423452089

Learning Outcome:

- Explain key concepts and processes pertaining to music elements such as melody, harmony, rhythm, dynamics, timbre, form, etc. in a manner that is authentic to the tradition/culture in question.
- Differentiate and explain cross-cultural differences in music-theoretical conceptions between traditions.
- Respond to music analytically and in a culturally-sensitive manner.
- Articulate thoughts about music and musical experiences, including discussing music in technical terms (i.e. Musical discourse skills, both verbal and written)
- Describe and explain musical features and processes of music in different traditions, with/without the aid of musical notation as the case may be in accordance with the tradition (i.e. analytical and listening skills)
- Demonstrate musical features or processes through simple performing within a classroom context (e.g. singing, clapping, using classroom musical instruments or musically-suitable electronic means).
- Demonstrate music-theoretical understanding through simple composing/creative tasks.

Assessment Strategies:

Continuous Assessment Component	Weightage (%)
PRE-CLASS QUIZ	1.66
PRE-CLASS QUIZ	1.67
PRE-CLASS QUIZ	1.67
TUTOR-MARKED ASSIGNMENT	20
TUTOR-MARKED ASSIGNMENT	25
Sub-Total	50

Examinable Component	Weightage (%)
Written Exam	50
Sub-Total	50

Weightage Total **100**