

**HIBBING COMMUNITY COLLEGE
COURSE OUTLINE**

COURSE NUMBER & TITLE: MUSC 1050 - America's Popular Music
CREDITS: 3 (3 Lec/0 Lab)
PREREQUISITES: None

CATALOG DESCRIPTION:

America's Popular Music provides students a cultural background in America's music from the 1830s to the present time. The focus will be upon various styles of music, including theater, folk, popular, country and western, rock and roll, rock, disco, rap, and hip-hop. The techniques of music listening will be developed. . MNTC goal area:(6)Humanities and Fine Arts, Area A and (7)Human Diversity.

OUTLINE OF MAJOR CONTENT AREAS:

- I. Elements of musical sound
 - A. Rhythm, including notating music and tempo
 - B. Meter and measures
 - C. Melody, scales, and characteristics
 - D. Scales, major, minor, pentatonic, chromatic
 - E. Harmony including the basic chords of the tonal system
 - F. Timbre and dynamics
 - G. Elements of the American sound
- II. American Indian music
 - A. Visual arts, literature, tales, and written literature
 - B. Styles of American Indian music
 - C. Listening examples
 - D. Dance theater with vocal and instrumental examples
- III. Of, by, and for the people
 - A. Revival movements, spiritual songs, and Negro spirituals
 - B. Folk hymns and white spirituals
 - C. Secular songs
 - D. Patriotic songs
 - E. Listening examples
- IV. The Civil War era
 - A. The visual arts and literature
 - B. Singing families, minstrelsy, and Civil War songs
 - C. Stephen Collins Foster
- V. The growth of vernacular traditions

- A. Concert bands, Patrick Gilmore, and John Philip Sousa
 - B. Marches: meter, form, and harmony
 - C. Ragtime's rise to popularity and Scott Joplin
 - D. Influence of ragtime
 - E. Tin Pan Alley, Irving Berlin, and George Gershwin
 - F. Listening examples
- VI. Precursors of the Broadway musical
- A. Black musical theater, vaudeville, burlesque and revues
 - B. Operetta, buffa, and Gilbert and Sullivan
 - C. American operetta: Victor Herbert, Rudolf Frimil, and Sigmund Romberg
- VII. The Broadway musical
- A. Up to the 1930s, George Cohan, Jerome Kern, George Gershwin, and Cole Porter
 - B. 1940s with Richard Rodgers, Lerner and Lowe, and Leonard Bernstein
 - C. The rock musical: Hair and Jesus Christ Superstar
 - D. Stephen Sondheim and current productions
- VIII. The world of jazz
- A. The rise of the blues in texts, melody, form, harmony, and improvisation
 - B. Urban blues and W.C. Handy
 - C. Boogie-woogie and other piano styles
 - D. Early combo styles; Louis Armstrong, New Orleans style, and Dixieland
 - E. Sweet jazz, symphonic jazz , and Paul Whiteman
 - F. Swing style of the 1930s, big band, and vocal styles
 - G. Reactions to the 1930s, bebop, Charlie Parker, and Dizzy Gillespie
- IX. Jazz as concert music
- A. Jazz as "classical" music
 - B. Duke Ellington
 - C. Progressive jazz: Dave Brubeck and Stan Kenton
 - D. Cool jazz and Miles Davis
 - E. Third stream with Gunther Schuller
 - F. Free jazz and Ornette Coleman
 - G. Listening examples
- X. Country music
- A. Jimmie Rodgers and the Carter family
 - B. Cajun and bluegrass
 - C. Western swing, honky-tonk, and cowboy songs
 - D. Hank Williams, Sr.
 - E. Country popular style and the Nashville sound
- XI. Rock and roll
- A. The generation gap, the roots of rhythm and blues; country music meets rock and roll

- B. The birth of rock and roll, Bill Haley, and Elvis Presley
 - C. Black rock and roll and Chuck Berry
 - D. Surfing music: Dick Dale and the Beach Boys
 - E. The British invasion and the Beatles
 - F. Soul: Ray Charles and Motown
 - G. Folk rock and acid rock
 - H. The Brill Building and the 60's sound
- XII. From rock and roll to rock
- A. The Jefferson Airplane, "Sgt. Pepper" and the late 1960s
 - B. Jazz rock, heavy metal, reggae, new wave, and punk
 - C. Techno
- XIII. The 90s': rap, hip-hop, and alternative styles

COURSE GOALS/OBJECTIVES/OUTCOMES:

Students will

1. demonstrate music listening skills by recognizing and identifying the elements of popular music styles including pitch, rhythm and beat, melody, timbre, tempo, dynamics, basic chord progression, performing media, texture, and form.
2. use the terminology of elements of popular music style appropriately.
3. identify and describe elements of American Indian culture, including vocal and instrumental configurations.
4. identify elements of folk, spiritual, and pre-Civil War music.
5. identify elements of the Civil War era, including patriotic, folk and southern songs, marches, and revival literature.
6. identify elements of the pre-Broadway era in minstrelsy, saloon, Black theater, and vaudeville.
7. identify elements of the 1900s to the present in Broadway and off-Broadway scores and musical theater.
8. identify and classify the elements of blues, early jazz, Dixieland, ragtime, piano blues, early jazz band style, swing, big band sounds, bop, progressive, jazz-rock, and free styles.
9. identify the types and styles of country and western music.
10. identify the rhythm and blues, early rock 'n roll, and mainstream rock and roll styles.
11. describe the transformation of rock 'n roll into the rock style of the late 1960s.
12. describe the newer 1980's and 1990's style of rap, hip-hop, and alternative music.
13. write an objective, informational report on an area of the student's interest in the American musical landscape.

MNTC GOALS AND COMPETENCIES MET:

Humanities and Fine Arts, Area A
Human Diversity

HCC COMPETENCIES MET:

Communicating Clearly and Effectively
Thinking Creatively and Critically

STUDENT CONTRIBUTIONS:

The student is expected to

1. attend class on a regular basis.
2. read the assigned textbook and library resource materials.
3. take class lecture notes and study them.
4. participate in class discussion.
5. write an objective paper on an area of interest.
6. take exams as scheduled.
7. complete weekly homework as assigned.

**STUDENT ASSESSMENT SHALL TAKE PLACE USING INSTRUMENTS
SELECTED/DEVELOPED BY THE COURSE INSTRUCTOR.**

**SPECIAL INFORMATION (SPECIAL FEES, DIRECTIVES ON HAZARDOUS
MATERIALS, ETC.):**

Academic integrity: plagiarism on papers (copying from a written, graphic, or internet source without attributing credit to that source) or cheating on tests and written work will result in a “zero” for that assignment.

AASC APPROVAL DATE: January 18, 2012

REVIEW DATE: January 2017

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