

PERALTA COMMUNITY COLLEGE DISTRICT COURSE OUTLINE

COLLEGE:	Laney College	STATE APPROVAL DATE:	06/26/2016
ORIGINATOR:	John Reager	STATE CONTROL NUMBER:	CCC000574601
		BOARD OF TRUSTEES APPROVAL DATE:	06/14/2016
		CURRICULUM COMMITTEE APPROVAL DATE:	04/18/2016
		CURRENT EFFECTIVE DATE:	01/23/2017

DIVISION/DEPARTMENT: Laney College

1. REQUESTED CREDIT CLASSIFICATION:

Credit - Not Degree Applicable
Course is not a basic skills course.
Stand-alone

2. DEPT/COURSE NO:

MUSIC 232A

3. COURSE TITLE:

Chinese Orchestra - Introduction

4. COURSE: Laney Course
Updating

TOP NO. 1004.00

5. UNITS: 2.00

HRS/WK LEC: 1.00 Total: 17.50

HRS/WK LAB: 3.00 Total: 52.50

HRS/WK TBA:

6. NO. OF TIMES OFFERED AS SELETED TOPIC: AVERAGE ENROLLMENT: 40.00

7. JUSTIFICATION FOR COURSE:

Because of the close proximity and easy accessibility of the campus to one the largest Asian communities in the Greater San Francisco Bay Area our Asian students requested that the Chinese orchestra be added to the Music Department curriculum.

8. COURSE/CATALOG DESCRIPTION

Introduction to theory, practice, and historical background of Chinese music: Study and performance of Chinese orchestral instruments leading to public performance.

9. OTHER CATALOG INFORMATION

- a. Modular: No If yes, how many modules:
- b. Open entry/open exit: No
- c. Grading Policy: Both Letter Grade or Pass/No Pass
- d. Eligible for credit by Exam: No
- e. Repeatable according to state guidelines: No
- f. Required for degree/certificate (specify):
Existing
- g. Meets GE/Transfer requirements (specify):
- h. C-ID Number: Expiration Date:

i. Are there prerequisites/corequisites/recommended preparation for this course? No

10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS): (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace

needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

1. Explain, at an introductory level, the categories music of China.
2. Explain, at an introductory level, the categories of China's woodwind, string, and percussion instruments.
3. Demonstrate at an introductory level, correct use of notational practices, rhythmic designs, melodic developments, and musical forms in Chinese music.
4. Utilize at an introductory level, musicianship for solo as well as ensemble performance of Chinese music
5. Play effectively in all registers (Low, Middle, High).
6. Produce evenly resonated tones using proper technique.
7. Manage breathing, bowing, or mallet technique to play with proper phrasing.
8. Play the correct pitches.
9. Play the rhythms as notated or otherwise instructed.
10. Play with phrasing and dynamics as notated or otherwise instructed.

11A. COURSE CONTENT: List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes. List percent of time spent on each topic; ensure percentages total 100%.

LECTURE CONTENT:

1. An introduction to the instruments: (25%)
 - a. Playing positions
 - b. Fingerings
 - c. Embouchure development
 - d. Techniques for making various percussive sounds.
2. A Historical overview of the musical implications of Taoism and Confucianism. (25%)
3. A presentation of the Legendary Period through the following: (25%)
 - a. Primitive dance music
 - b. Poem music
 - c. Music of ceremonies, sacrifices, and feasts.
 - d. Important "eight groups of musical instruments"
4. A study of the music of the Ch'in-T'ang Dynasties (246 B.C. - 907 A.D.) through the following: (25%)
 - a. Ya-Yueh and su-Yueh
 - b. The dance music of T'ang
 - c. Fold music
 - d. Ching-yueh
 - e. Music for banquets
 - f. The introduction of music of minority tribes into the mainstream cultural China.

11B. LAB CONTENT:

Skill Development (30%)

- 1a. Care of instrument and related parts
- 1b. Proper playing position
- 1c. Fundamentals of playing with regard to:
 - Tone production
 - Proper fingering
 - Breath control
- 1d. Note reading

- 1e. Playing in tune
- 1f. Sight reading
- 1g. Sustaining an independent part
- 1h. first octave
- 1i. second octave
- 1j. third octave
- 1k. using scales and arpeggio
- 1l. grace notes
- 1m. harmonic tones
- 1n. how to read finger notation system training

Theory (30%)

- 2a. How is it made
- 2b. Structure of wind instruments
- 2c. Type of material
- 2d. How to choose quality instrument
- 2e. The importance of the membrane (for dizi)

Musical Concepts and related areas (40%)

- 3a. Meter and its relationship to rhythm and time: C; 4/4, 3/4, 2/4, 6/8, 3/8
- 3b. Transposing
- 3c. Phrase line development
- 3d. Dynamic contrast
- 3e. Music vocabulary
- 3f. Aesthetic judgment
- 3g. Reading/math in music
- 3h. Careers

12. METHODS OF INSTRUCTION (List methods used to present course content.)

- 1. Directed Study
- 2. Discussion
- 3. Field Trips
- 4. Individualized Instruction
- 5. Lab
- 6. Activity
- 7. Critique
- 8. Lecture
- 9. Multimedia Content
- 10. Observation and Demonstration
- 11. Projects
- 12. Visiting Lecturers
- 13. Other (Specify)

Other Methods:

with special emphasis on playing selected instruments. Native guest speakers and performers, whenever applicable

13. ASSIGNMENTS: 2.00 hours/week (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

Out-of-class Assignments:

- 1. Solo- as well as ensemble-performances quizzes.
- 2. Assigned outside Chinese concert critiques.
- 3. Peer and instructor evaluation of progress on individual instruments.
- 4. Participation in public performance.

ASSIGNMENTS ARE: (See definition of college level):

Primarily College Level

- 14. STUDENT ASSESSMENT:** (Grades are based on):
 NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)
 SKILL DEMONSTRATION
 OTHER (Describe):
 Students will be asked to demonstrate, in performance, problem solving concepts learned through materials presented in class

Why "ESSAY" is not checked:
 Essays are not relevant for this course.

15. TEXTS, READINGS, AND MATERIALS

A. Textbooks:

Music scores supplied by the Laney Music Department. Students are expected to work with provided scores; therefore a text is inapplicable.

*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

B. Additional Resources:

Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course

Are print materials adequate? Yes

Are nonprint materials adequate? Yes

Are electronic/online resources available? Yes

Are services adequate? Yes

Specific materials and/or services needed have been identified and discussed. Librarian comments:
 Please provide librarian with list of recent, recommended supplementary(non-textbook) titles to support the curriculum.

C. Readings listed in A and B above are: (See definition of college level):

Primarily college level

16. DESIGNATE OCCUPATIONAL CODE:

E - Non-Occupational

17. LEVEL BELOW TRANSFER:

Y = Not Applicable

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued."
 Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

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