



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
<b>Music in European Culture</b>	

Annotation
The module examines the development trends and peculiarities of musical expression in the context of European culture. The connections of music with general European historical, social and cultural phenomena are emphasized. Characteristic examples of musical works presented and analysed.

Lecturer(s)	Department(s) where the course unit (module) is delivered
<b>Coordinator:</b> Rytis Urniežius <b>Other(s):</b>	Vilnius University Šiauliai Academy, Institute of Education, P. Višinskio St 25, Šiauliai

Study cycle	Type of the course unit (module)
First	General university studies

Mode of delivery	Semester or period when the course unit (module) is delivered	Language(s) of instruction
Auditorium/distant	Autumn, spring semester	Lithuanian, English

Requisites	
<b>Co-requisites (if relevant):</b> English language skills at an upper-intermediate level (B2).	<b>Additional requirements (if any):</b>

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	48	82

Purpose of the course unit (module)
The purpose of the module is to expand the cultural competencies of students by delivering interdisciplinary knowledge about means of expression and development of musical art of European tradition in a historical, social, cultural and artistic context. Students will develop their abilities to perceive and critically assess the specific traits of musical art.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
- Students will know the peculiarities of musical expression in different periods of development of Western culture in historical, social and cultural contexts in Europe.	Lecture; Literature analysis; cognition and analysis of musical compositions (listening to recordings, watching videos).	Examination
- Students will be able to recognize musical genres, typical forms and their cultural and artistic context, to characterize musical compositions on the ground of the acquired music analysis skills.	Lecture; Literature analysis; cognition and analysis of musical compositions (listening to recordings, watching videos).	Examination
- Students will be able to analyse and reasonably assess musical works relying on cognition of musical expression and the historical determinants in the European cultural context.	Lecture; Literature analysis; cognition and analysis of musical compositions (listening to recordings, watching videos); written paper.	Written paper Examination

Content: breakdown of the topics	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship/work placement	Contact hours, total	Individual work	Assignments
1. The concept of musical art, the variety of musical phenomena. Specifics of music in comparison with other forms of art, its importance in the cultural context of humankind.	8						8	12	Literature study (Clark, 2015; Cohen, 2015); Search for textual information on the web.
2. Characteristics of musical means of expression; the major-minor tonal system as a predominant principle of European music.	7	1					8	12	Literature study (Clark, 2015; Cohen, 2015); Search for textual information on the web; Listening and analysing audio and video recordings in a lecture
3. Types and genres of music; the concept of musical form.	6	1					7	12	Literature study (Cohen, 2015; Burrows, 2012); Search for information (textual, audio and video) on the web; Listening and analysing audio and video recordings in a lecture
4. Periodization of musical epochs and styles, their distinct features in the general historical and cultural context.	10	1					11	12	Literature study (Cohen, 2015; Clark, 2015; Burrows, 2012); Search for information (textual, audio and video) on the web; Listening and analysing audio and video recordings in a lecture
5. Means and conditions of musical performance: the variety of musical instruments and their ensembles; a human voice in music. Preparation of the written paper, its presentation to colleagues and discussion.	7	1					8	10	Literature study (Burrows, 2012; Cohen, 2015); Search for information (textual, audio and video) on the web; Listening and analysis of sound and video recordings; Written paper
6. Reflection of music in general culture; music in significant literary works (Hoffman, Rolland, Thomas Mann, etc.).	4	2					6	12	Literature study (Burrows, 2012); Search for textual information on the web; Listening and discussing of sound and video recordings.
7. Preparation for the examination								12	Reading literature studied during the semester
<b>Total</b>	<b>42</b>	<b>6</b>					<b>48</b>	<b>82</b>	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Written paper	40	The second half of the semester	<p>The paper on music analysis should be prepared in the middle or the second half of the semester. The students choose the subject of their work (period of music history, composer's creative biography, particular composition, the place of the musical phenomenon in the general cultural context, etc.) and analyse the selected phenomenon. The result of the analysis should be presented in a paper prepared by students. Paper assessed using a 10-point scale.</p> <p>Assessment of the paper</p> <ul style="list-style-type: none"> <li>- Excellent description and analysis of the subject. 10 points.</li> <li>- The description and analysis of the subject are very good. 9 points.</li> <li>- The description and analysis are good, but not fully independent and comprehensive. 8 points.</li> <li>- Mediocre description and analysis, not all aspects of the subject revealed; analysis is not sufficient. 7 points.</li> <li>- The level of analysis is below average, the subject described superficially. 6 points.</li> <li>- The text still meets the minimum requirements; no independent analysis. 5 points.</li> <li>- The work does not correspond to minimum requirements, or the work is not submitted. 4 points or less.</li> </ul>
Examination	60	Examination session	<p>The written questionnaire of the examination consists of open-ended questions. The students have to accomplish some of the following tasks: 1) to describe the general features of music in various historical and cultural contexts; 2) to show an understanding of musical means of expression; 3) to characterize a musical phenomenon according to type, genre and style of music; 4) to reveal the connections of the analysed musical work with cultural and historical aspects of a certain period; 5) to indicate probable links of music with other arts. The exam is evaluated using a 10-point scale.</p> <p>Assessment of the examination.</p> <ul style="list-style-type: none"> <li>- Excellent knowledge and understanding of the subject. 10 points.</li> <li>- Very good knowledge and understanding of the subject. 9 points.</li> <li>- Good knowledge, some gaps in the understanding of the course. 8 points.</li> <li>- Average knowledge, not all issues are fully disclosed, the course is not fully understood in some areas. 7 points.</li> <li>- Knowledge is below average, the course is understood superficially. 6 points.</li> <li>- Knowledge still meets the minimum requirements. 5 points.</li> <li>- The answers do not correspond to minimum requirements. 4 points or less.</li> </ul>

Author	Publishing year	Title	Issue of a periodical or volume of a publication; pages	Publishing house or internet site
<b>Required reading</b>				
Burrows, John (general editor)	2012	The Complete Classical Music Guide		Dorling Kindersley Limited, <a href="https://www.academia.edu/36538992/John_Burrows_The_Complete_Classical_Music_Guide_2012_">https://www.academia.edu/36538992/John_Burrows_The_Complete_Classical_Music_Guide_2012_</a>
Clark, Alan et. all.	2015	Understanding Music. Past and Present		University of North Georgia University Press; <a href="https://open.umn.edu/opentextbooks/textbooks/407">https://open.umn.edu/opentextbooks/textbooks/407</a>
Cohen, Douglas	2015	Music: Its Language, History, and Culture		CUNY Academic Works; <a href="https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1002&amp;context=bc_oers">https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1002&amp;context=bc_oers</a>
<b>Recommended reading</b>				
Cutiotta, Robert A.	2016	Who Knew?: Answers to Questions about Classical Music You Never Thought to Ask	New York : Oxford University Press.	<a href="https://web.s.ebscohost.com/ehost/ebookviewer/ebook/ZTAwMHh3d19fMT14NTg3OV9fQU41?sid=fe8b1b24-6e71-417d-a923-041e7a6e26d9%40redis&amp;vid=0&amp;format=EB&amp;rid=1">https://web.s.ebscohost.com/ehost/ebookviewer/ebook/ZTAwMHh3d19fMT14NTg3OV9fQU41?sid=fe8b1b24-6e71-417d-a923-041e7a6e26d9%40redis&amp;vid=0&amp;format=EB&amp;rid=1</a> (ebook)
Duthie, Amanda & Duthie, Alexander	2015	Do music and art influence one another? Measuring cross-modal similarities in music and art	Polymath: An Interdisciplinary Arts and Sciences Journal 5. P. 1-22	<a href="https://www.researchgate.net/publication/273002956_Do_music_and_art_influence_one_another_Measuring_cross-modal_similarities_in_music_and_art">https://www.researchgate.net/publication/273002956_Do_music_and_art_influence_one_another_Measuring_cross-modal_similarities_in_music_and_art</a>
Primrose, Edward	2013	Music in Context: An Exploration of Music and Dramaturgy		The University of Newcastle, Australia; <a href="https://www.academia.edu/43002315/Music_in_context_an_exploration_of_music_and_dramaturgy">https://www.academia.edu/43002315/Music_in_context_an_exploration_of_music_and_dramaturgy</a>
Reinhardt, George W.	1985	Thomas Mann's "Doctor Faustus": A Wagnerian Novel	Mosaic: An Interdisciplinary Critical Journal, Fall 1985, Vol. 18, No. 4	<a href="https://www.jstor.org/stable/pdf/24778813.pdf?refreqid=excelsior%3A0d534f5754d8896b8bd24069615c7d16">https://www.jstor.org/stable/pdf/24778813.pdf?refreqid=excelsior%3A0d534f5754d8896b8bd24069615c7d16</a>