

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

SUBJECT AREA AND COURSE NUMBER

MUSV 513

COURSE TITLE

MUSICAL EXPERIENCES-OA

TYPE COURSE

NON-FEE

OLDER ADULT

CATALOG COURSE DESCRIPTION

This course expands the older adult student's knowledge of music, the various instruments, different styles, and/or composers by listening, singing, playing, and/or creating music with others. This gained knowledge enables the student to enjoy and appreciate music and provides the student with an opportunity to experience a variety of musical activities. (FT)

LECTURE/LABORATORY HOURS

54

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility  
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication  
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking  
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development  
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

By creating, singing, moving, and/or listening to music, a wide range of cognitive, emotional, social skills and/or physical abilities will be improved or maintained for the older adult.. Upon completion, the student will improve or maintain:

1. Cognitive abilities by:
  - 1.1. Gaining knowledge of music, composers, compositions, etc.
  - 1.2. Learning recent facts in the world of music.
2. Psychological abilities by:
  - 2.1. Experiencing integration of memory with a theme.
  - 2.2. Gaining heightened memory.
  - 2.3. Improving his/her ability to express emotions appropriately.
  - 2.4. Experiencing increased creativity.
  - 2.5. Appreciating musical experiences.
3. Physical abilities by:
  - 3.1. Experiencing increased automatic physical responses to musical stimuli.
  - 3.2. Increasing or maintaining his/her attention span.
  - 3.3. Maintaining or expanding music skills.
  - 3.4. Participating in sensory stimulation.
  - 3.5. Improving or expanding gross motor movements through rhythmic stimuli.
  - 3.6. Participating in mild exercise.
4. Social abilities by:
  - 4.1. Participating in group interaction.
  - 4.2. Expanding his/her ability to communicate.

COURSE OBJECTIVES

Upon completion of the class the student will be able to:

1. Demonstrate his/her listening skills to a wide variety of musical styles, genres, etc.
2. Distinguish and identify moods and rhythms in different selections.
3. Listen to and identify dances including waltz, tango, disco, cha-cha, minuet, bunny hop, conga, Mexican hat dance, and others.
4. Recognize and discuss a program of favorite musical celebrity or composers.
5. Discuss the different styles of jazz.
6. Identify the repetition of a theme in the music.

COURSE OBJECTIVES (CONTINUED)

7. Participate in musical identification contests and identify the name of the composer, the piece of music and/or the instruments.
8. Associate a musical piece that relates to a personal experience and share their memories with classmates.
9. Distinguish and identify moods and rhythms in different musical selections.

**SECTION II**

COURSE CONTENT AND SCOPE

1. Singing
  - 1.1. A varied repertoire of songs from memory
  - 1.2. In groups, blending vocal timbres, dynamic levels and tempo
  - 1.3. Independently, on pitch and in rhythm and maintain a steady tempo
2. Performing on Simple Orff Instruments
  - 2.1. In rhythm, with appropriate dynamics and maintain a steady tempo
  - 2.2. Independently rhythmic patterns on rhythmic classroom instruments
  - 2.3. Imitating short rhythmic patterns
3. Listen to Music
  - 3.1. Developing and/or maintaining attention span and memory
  - 3.2. Creating environment for self-expression
  - 3.3. Expressing memories and associations
  - 3.4. Exploring and understanding other cultures as well as their own
4. Move Rhythmically
  - 4.1. Improving physical condition and intellectual growth
  - 4.2. Involving individuals socially

APPROPRIATE READINGS

Appropriate assignments may include but are not limited to, textbooks, newsletters, Internet sites, supplemental reading assignments relevant periodicals and/or reference manuals and might be limited due to students' access and ability to read and comprehend.

WRITING ASSIGNMENTS

NONE

OUTSIDE ASSIGNMENTS

NONE

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments that demonstrate critical thinking may include but are not limited to:

1. Small group and individual activities that require applying facts, knowledge, and/or skills learned in class to the performance of music.
2. The ability to make informed decisions as a consumer of music such as the choice of performers, performances, arrangements, style of music and/or composers.
3. Identify their personal preferences for specific musical works, performances, and styles.

### EVALUATION

May include the following depending on the cognitive abilities of the student but is not limited to the following:

1. Participation:
  - 1.1. Participation in classroom decisions and musical activities.
  - 1.2. Instructor's observations and interviews with students.
  - 1.3. Consultation with family, friends, and/or staff team members of long-term care facilities.
2. Attendance:
  - 2.1. Regular attendance may be a criteria for students' evaluation.
3. Self-evaluation:
  - 3.1. Self-evaluation when the student's cognitive functioning is sufficient.
4. Verbal quizzes.

### METHOD OF INSTRUCTION

1. Lectures, demonstrations, and classroom discussions.
2. Music listening.
3. Video demonstrations.
4. Singing and instrumental playing.
5. Simple vocal and instrumental improvisation.
6. Lyric discussion.
7. Rhythmic movement.
8. Field trips.

### TEXTS AND SUPPLIES

The instructor will provide written materials, records, tapes, videos, charts and piano accompaniment as needed.

Recommended texts:

*Classical Music for Everybody*, Dhun H. Sethna; The Fitzwilliam Press, 1997  
*Down Memory Lane*, Beckie Karras, ElderSong Publication, Inc., Mt. Airy, Maryland, 1985 or  
12<sup>th</sup> edition 1998  
*Music for Fun, Music for Learning*, Lois Birkenshaw, MMB Music, Inc. , 1982

TEXTS AND SUPPLIES (CONTINUED)

- Music in Special Education*, Paul Nordoff and Clive Robbins, MMB Music, Inc., 1971 or 2<sup>nd</sup> edition 1983
- The Joy of Music in Maturity*, Joan Shaw, MMB Music, Inc., 3<sup>rd</sup> printing, 1993 or 3<sup>rd</sup> printing 1997
- The New Harvard Dictionary of Music*; The Belknap Press of Harvard University Press, Cambridge, Massachusetts, 1986 or 8<sup>th</sup> printing 1996
- Classical Music-The 50 Greatest Composers and their 1,000 Greatest Works*; Phil G. Goulding; Fawcett Columbine, New York, 1992
- Ticket to the Opera*; Phil G. Goulding; Fawcett Columbine, New York, 1996
- Inside Music*; Karl Haas; Anchor Books Doubleday
- World of Music- Africa, Europe and the Middle East*, Broughton, Ellingham, Trillo; Rough Guides, London, 1984
- The Lives of the Great Composers*, Harold C. Schonberg, W.W. Norton & Company Ltd., New York 1970 or 3<sup>rd</sup> edition 1997
- The Oxford Companion to Music*, edition by Alison Latham, Oxford University Press Inc., New York, 2002
- The Book of Musical Anecdotes*, Norman Lebrecht, the Free Press a division of Macmillan Inc., New York, 1985

Websites:

- Educational Resources Information Center* (<http://www.ericae.net/>) gives balanced information concerning educational assessment, evaluation and research methodology.
- US Department of Education* (<http://www.ed.gov/>)
- National Library of Medicine; PubMed* (<http://www.ncbi.nlm.nih.gov/PubMed/>) "How music does effect the human body"
- Arts Education Curriculum; Music* (<http://www.dpi.state.nc.us/Curriculum/artsed/music.html>)

Magazines:

- Culturekiosque Operanet* - CD reviews, festivals, interviews, articles, and 101 best operas list (<http://www.culturekiosque.com/opera/index.htm>)
- Opera* - contains news, letters, interviews, profiles, reviews of performances from around the world and a diary section giving listings for all major opera houses and forthcoming season programs. (<http://www.opera.co.uk/>)
- BBC Music Magazine* - provides reviews, concert and opera listings, and the composer of the month. (<http://www.bbcmusicmagazine.com/>)
- Early Music News* - promotes the understanding and enjoyment of early music and historically informed performance. (<http://www.earlymusic.org.uk/>)

PREPARED BY: Stuman/Segal DATE 12/1982

DATA REVISED BY: Claudia Tornsäufer DATE 4/2001

DATA REVISED BY Instructional Services/SLO's Added DATE May 7, 2015

DATA REVISED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog