

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
COLLEGE OF 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 students' knowledge of music, various instruments, different styles, and/or composers and provides the students with an opportunity to experience a variety of musical activities. By listening, analyzing, comparing, and actively participating in creating music together, the students will enhance a wide range of cognitive, emotional, communicative, and social skills. Musical experiences are designed to use the elements of music, which support healthy aging. These musical experiences will benefit students in their cognitive properties, communication, motor skills, reminiscent listening abilities as well as emotional, physical, and overall mental health. (FT)

**LECTURE/LABORATORY HOURS**

54-108

**ADVISORIES**

NONE

**RECOMMENDED SKILL LEVEL**

NONE

**INSTITUTIONAL STUDENT LEARNING OUTCOMES**

1. Social Responsibility  
SDCCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

2. Effective Communication  
SDCCE students demonstrate effective communication skills.
3. Critical Thinking  
SDCCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development  
SDCCE 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

Upon completion, the student will have been provided the opportunity to 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
  - 1.3. Participating in creating/writing a song or song lyrics
2. Psychological abilities by:
  - 2.1. Experiencing integration of a memory with a theme
  - 2.2. Gaining heightened memory
  - 2.3. Improving ability to express thoughts and emotions through music
  - 2.4. Developing increased creativity
  - 2.5. Appreciating musical experiences
3. Physical abilities by:
  - 3.1. Experiencing increased automatic physical responses to musical stimuli
  - 3.2. Maintaining or expanding music skills
  - 3.3. Participating in sensory and tactile stimulation through brainwave entrainment
  - 3.4. Improving or expanding gross motor movements through rhythmic stimuli
  - 3.5.
4. Social abilities by:
  - 4.1. Participating in group interaction
  - 4.2. Expanding his/her ability to communicate (verbal or nonverbal)
  - 4.3. Creating a sense of community

COURSE OBJECTIVES

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

1. Demonstrate students' 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 various dances including waltz, tango, disco, cha-cha, minuet, bunny hop, conga, El Jarabe Tapatio, 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 quizzes and identify the name of the composer, piece of music, style, 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/styles (e.g., jazz, popular, world music, etc.).

**SECTION II**

**COURSE CONTENT AND SCOPE**

1. Music Around the World
  - 1.1. Discussion of music, composers, compositions, styles from diverse backgrounds
  - 1.2. Current events in the world of music
  - 1.3. Vocalizing, rapping, chanting, clapping, playing Orff instruments, and conducting music
2. Music and Memory
  - 2.1. Experiencing and associating a memory with a theme
  - 2.2. Listening and responding to music from diverse backgrounds
  - 2.3. Identifying preferred music genre
  - 2.4. Mental imagery related to a variety of music samples
3. Singing
  - 3.1. A varied repertoire of songs from memory
  - 3.2. In groups, blending vocal timbres, dynamic levels and tempo
  - 3.3. Independently, on pitch and in rhythm and maintain a steady tempo
  - 3.4. Creating or participating in writing music and/or lyrics to a song
4. Performing on Instruments (e.g., Orff or other rhythmical instruments)
  - 4.1.
  - 4.2. Performing assigned rhythmic patterns on rhythmic classroom instruments
  - 4.3. Rhythm with appropriate dynamics and maintain a steady tempo
  - 4.4. Imitating short rhythmic and/or melodic patterns
  - 4.5. Building simple instruments
5. Listening to Music
  - 5.1. Discussing music from various cultures
  - 5.2. Developing and/or maintaining attention span and memory
  - 5.3. Developing tools for self-expression
  - 5.4. Expressing memories and associations
6. Moving Rhythmically
  - 6.1. Chair dancing
  - 6.2. Clapping individually or in group
  - 6.3. Improvisation and imitation of musical rhythm patterns through movement
7. Social Musical Experience
  - 7.1. Exercise for verbal, musical or nonverbal communications
  - 7.2. How to express with music
  - 7.3. Team projects to experience music
    - 7.3.1. Orff instruments

COURSE CONTENT AND SCOPE (CONTINUED)

- 7.3.2. Singing
- 7.3.3. Chair dancing

APPROPRIATE READINGS

Reading assignments may include, but are not limited to, textbooks, handouts, 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

Writing assignments may include, but are not limited to, students may complete verbal or non-verbal writing assignments through kinesics messages through gestures, body movements, and facial expressions, which will be reported by the Instructor of Record.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, students may complete listening assignments outside of class with the help of others (e.g., activity director, family member, caregiver, etc.)

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 various music genres and styles.
2. The ability to make informed decisions as a consumer of music such as the choice of performers, performances, arrangements, style/genre of music and/or composers.
3. Identify their personal preferences for specific musical works, performances, and styles/genres.

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, discussions, and musical activities.
  - 1.2. Instructor's observations and interviews with students.
  - 1.3. Consultation with family, friends, and/or staff team members of special care facilities.
2. Attendance:
  - 2.1. Regular attendance as a criteria for students' evaluation.
3. Self-evaluation:
  - 3.1. Self-evaluation depending on the student's cognitive functioning.
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 analysis and discussion.
7. Rhythmic movement.
8. Field trips.

This course, or sections of this course, may be offered through distance education.

### TEXTS AND SUPPLIES

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

Recommended texts:

*The Joy of Music in Maturity*, Joan Shaw, MMB Music, Inc., current edition

*Classical Music for Everybody*; Dhun H. Sethna; The Fitzwilliam Press, current edition

*Down Memory Lane*, Beckie Karras and Nancy Abood, ElderSong Publication, Inc., Mt. Airy, Maryland, current edition

*Music for Fun, Music for Learning*, Lois Birkenshaw, Barcelona Publications, current edition

*Music in Special Education*, Paul Nordoff and Clive Robbins, Barcelona Publications (NH),, current edition

*Music, Memory, and Meaning: How to Effectively Use Music to Connect with Aging Loved Ones*, Meredith Faith Hamons, Whelk & Waters Publishing, current edition

*Musically Engaged Seniors: 40 Session Plans and Resources for Vibrant Music Therapy Program*, Meredith Faith Hamons, Whelk & Waters Publishing, current edition

*Music Instruments: The Picture Book of Music Instruments for Dementia, Alzheimer's, Adults with Seniors*, Kati Publisher, Independantly published, current edition

*Listen, Sing, Dance, Play: Bring Musical Moments into the Rhythms of Caregiving*, Rachelle Morgan, Ivie Sanders Publishing, current edition

*Trivia for Seniors: Music and Movies Edition*, Jacob Maxwell, Independently published, current edition

*The Harvard Concise Dictionary of Music and Musicians*; The Belknap Press of Harvard University Press, Cambridge, Massachusetts, current edition

### TEXTS AND SUPPLIES (CONTINUED)

*Classical Music-The 50 Greatest Composers and their 1,000 Greatest Works*; Phil G. Goulding; Balentine Books, current edition

*World of Music- Africa, Europe and the Middle East*, Broughton, Elliningham, Trillo; Rough Guides, London, current edition

*The Book of Musical Anecdotes*, Norman Lebrecht, the Free Press a division of Macmillian Inc., current edition

PREPARED BY: Stuman/Segal DATE 12/1982

REVISED BY: Claudia Tornsaüfer DATE 4/2001

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

REVISED BY: Claudia Tornsaüfer DATE: April 5, 2023

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  
College of Continuing Education Catalog