**ACE 004 (Studies in Visual Art and Music, 6 credits)**

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**Class Meeting: Thursday, 7:00pm – 9:40pm**

**Required Texts:**

1. The Enjoyment of Music, Kristine Forney and Joseph Machlis. 10th Shorter Edition
2. Barron’s AP Art History, John Nici

**Course Requirements:** Midterm: 25 %; Final: 25%; Quizzes: 25 %; class participation, papers and reports: 25%. Attendance is required at all classes.

**General Information -** This course meets once a week for three hours. The musical component corresponds to Music 1, which is an introductory course in Music Appreciation. No previous knowledge is assumed, and the first three sessions are devoted to the elements of music such as melody, harmony, meter, musical instruments and the orchestra, musical styles and notation. (There is no Roman music and virtually no ancient Greek music so at this point the art and music components are completely different.) Following a quiz on the elements of music, a survey of masterpieces of Western music covers the Medieval period through the twenty-first century. The music of the last three centuries is stressed (Baroque, Classical, Romantic, Impressionist and Contemporary) as these are the most likely works to be encountered in the concert hall today and on the radio or television broadcasts from Lincoln Center or elsewhere. Towards the latter part of the semester, particularly with Impressionism and Contemporary trends, the art and music components are in tandem. The historical, cultural and stylistic elements of the musical works are discussed, and in addition to an introductory text (Joseph Machlis, *The Enjoyment of Music),* the students have four compact discs with representative compositions which they can listen to as often as they wish. A term paper on Classical forms is a course requirement as is the final examination. In addition, students will attend two concerts and write a reaction paper. The music component stresses the European scene (mostly Italy, German, France and England) and the United States (in the twentieth century). With regard to vocal works, either the textbook is used (which has the original text and translation side by side) or sheets are distributed in class. The goal of the music component is to give the student a basic appreciation of Western music, and the listening skills with which to enjoy it.

The course is designed to meet the goals and objectives of a PLAS course:

* the course is designed to introduce students to how the literature of music creates knowledge and understanding by exploring musical literature as a primary document.
* readings will provide cultural context within the liberal arts and the larger society.
* the course offers a global perspective by comparing Western examples to those from other cultures.
* the students will be engaged in active inquiry as they use the tools acquired in class to explore music in concerts outside of class by attending live concerts.
* students will use primary documents and materials in the form of recordings and live performances of representative compositions and explore how the means, meaning and materials of music change over time.

Art history in the ACE curriculum is more than giving students an exposure to the fine arts, and making them aware of the broader cultural contexts of works of art in general. The ACE curriculum seeks to generate an interest in inquiry, both scholastic and personal, so that the student can understand some of the basic concepts behind exploring great works of art, and then use these tools for further development; the works become an approach to personal discovery.  The course is constructed as an active dialogue between teacher and student, in which the students are encouraged to participate in the meaning of works as they were originally intended to be seen, and as they are interpreted today.

The course is designed to meet the goals and objectives of a PLAS course:

* Students learn to study art works in their own right, with the development of an art-based vocabulary and terminology for discussion and analysis of these works. Attention is paid to having students converse using the “tools of the trade:” art history vocabulary, contexts and interdisciplinary skill sets.
* Students learn to study artworks as reflections of the societies that gave birth to them. ACE 004 focuses on developing visual perception, to see beneath the surface meaning of images and to interpret this meaning in an intelligent way. Students learn what makes something Renaissance, for example, but more importantly they learn how the Renaissance continues to speak to us through a series of analyses that render a particular work as an object of value today. This course opens a dialogue with these images, both through class participation and in written expression in which the student learns to formulate ideas about how relevant images can be interpreted both in the context of the time they were created and centuries later.
* Students gain a greater understanding and awareness of the multi-faceted role art has in their society, culture, and daily life; to experience the richness as well as the diversity of expression possible through art.
* The interdisciplinary skill set is enhanced by the frequent exchange of ideas between the music history and art history components.

Students study for mid-term and final exams, but weight is equally given to class participation and independently studied works—works that are individually chosen and explored in a museum context the results of which count as a term paper.  This paper allows students to inquire about works not covered in class, and in any work of art history worldwide. For example, if the curriculum does not allow time for works of pre-Columbian art, and the student has a particular interest, this can be explored in the museum report. An analysis of a given work forms a springboard for discussion of other works. Students do a museum report in which they explore a work of their choice using the vocabulary and skills learned in class, but with their own interpretation. Students are free to choose a work from any culture around the world, recognizing that the elements of analysis are the same no matter what culture is chosen. So while the main part of the class is a discussion of famous works of western art and music history, the student can use their classroom experience to examine other cultures, and to expand beyond their comfort zone.

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| Session | MUSIC | ART |
| 1 | Elements of Music | Greece |
| 2 | Rome |
| 3 | Byzantine, Islamic |
| 4 | The Middle Ages and the Renaissance (Gregorian chant, the mass and motet are explored) | Romanesque, Gothic |
| 5 | The Baroque Era (Purcell, Bach, Handel, Vivaldi; the concerto, oratorio, cantata, opera and various instrumental works are discussed) | Early Renaissance |
| 6 | High Renaissance |
| 7 | The Classical Era (Haydn, Mozart and Beethoven; the orchestra, symphony, sonata, concerto, choral music and opera. Classical forms: Sonata form, Minuet and Trio, Theme and Variations, Rondo and Rondo-Sonata) | The Baroque |
| 8 | Neoclassicism |
| 9 | Romanticism, museum report due |
| 10 | The Romantic Era (Schubert, Schumann, Chopin, Berlioz, Verdi, Smetana, Mendelssohn, Tchaikovsky; Program music, the Lied, opera, the piano repertory, ballet) | Photography |
| 11 | Modern Architecture |
| 12 |
| 13 | Impressionism and the Twentieth Century: Debussy and Ravel in France, Schoenberg and Berg in Vienna, Bartok, Copland and American music, Jazz, electronic music, minimalism and recent developments.  | Impressionism |
| 14 | Modern Art |

Final examination occurs during the fifteenth week - date and time to be announced.

The (one) final grade is decided by both the Art and Music professors.

Please note: Attendance is mandatory at all sessions. Because there are only fourteen class days scheduled, a great deal of material must be compacted into a short amount of time. Unexcused absences prove to the instructor a lack of commitment on the student’s part. Class participation is counted in the final grade; you must be in class in order to participate.

All handouts and course documents are available on Blackboard.

Check [www.qc.cuny.edu](http://www.qc.cuny.edu) for details.

Museum Report must be handed in on [SafeAssign](http://www.turnitin.com) on your Blackboard website, as well as a hard copy to me in class.

**Please be on time to class! Attendance is taken only once!**