



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	AHSD
Course Number:	540
Descriptive Title:	High School Music Appreciation
Division:	Adult High School Diploma
Department:	Adult High School Diploma
Course Disciplines:	Adult High School Diploma
Catalog Description:	This high school level course is an introduction to classical and popular music. It includes the development of music; explorations of composer's lives and historical and social contexts of the times. Successful completion of this course contributes to progress toward a high school diploma or equivalent. From 1-10 high school credits can be earned in 15-hour modules. Note: This course is open entry/open exit.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	.83 to 8.33
Hours Laboratory (per week):	0
Outside Study Hours:	1.66 to 16.66
Total Course Hours:	15 to 150
Course Units:	0
Grading Method:	Pass/No Pass/SP
Credit Status:	Noncredit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	
Other:	
Cal-GETC:	

Term:	
Other:	
Student Learning Outcomes:	Upon completion of the course, students will be able to: 1. survey characteristics of various historical musical style periods. 2. compare and contrast works based on the use of elements, form, and cultural influences. 3. differentiate between contemporary musical styles and their cultural connections.
Course Objectives:	1. Compare and contrast music by genre, style, and historical time from the Baroque, Classical, Romantic, and contemporary periods. 2. Identify significant developments during a musical period in history. 3. Discuss the role of music in culture and society during specific historical time periods. 4. Identify the historical period style of a performed piece of music and classify its specific characteristics. 5. Identify the characteristics and role of music in religion, the military, nationalism, and propaganda. 6. Identify cultural connections between music and the entertainment industry. 7. Hypothesize specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements and apply the criteria to a personal participation in music. 8. Critique performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models in a well-developed essay with proper MLA style. 9. Determine the relationship of math to music and create a visual representation of findings. 10. Compare or contrast in an oral presentation the characteristics of two contemporary diverse musical genres using the elements of music and expressive devices. 11. Describe the evolution of American Folk, Western, Hillbilly, Gospel, Blue Grass, and Rockabilly into modern Country Music.
Major Topics:	Note that this is high school level content: I. Musical Periods in History (lecture) A. Greek modes B. Gregorian chants

C. Baroque period

D. Classical period

E. Romantic period

F. Contemporary

II. Universal Musical Terms (lecture)

A. Vocabulary and meaning

B. Symbols and meaning

III. The Relationship between Music and Culture (lecture)

A. Religion

1. Earliest examples

2. Judaism

3. Catholic and Christian

4. Islam

B. Military

1. Parades

2. Signals

C. Music for the multi-media

1. Stage

2. Films

3. Television

4. Internet

D. The Marketing of Music

1. Overt and covert messages in music

2. National Anthems

3. Propaganda

E. Math and Music

1. Music and order

	2. Tempo, rhythm and rhyme IV. Contemporary Music and Culture. (lecture) A. Classical, opera and ballet B. Blues, Jazz, African Americans and the South C. Rhythm and Blues, Swing, Gospel, Country and Western, and Folk D. Origins of Rock and Roll E. Today's Rock Music. F. Hip Hop G. Modern Country Music
Total Lecture Hours:	15 to 150
Total Laboratory Hours:	0
Total Hours:	15 to 150
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Listen to a classical music excerpt from "Sunrise" by Maurice Ravel. Analyze the musical piece and create an illustration of the sunrise depicted in the music. Add a commentary to your illustration that highlights the feelings the music evoked. Computer graphics are acceptable for this assignment.
Critical Thinking Assignment 1:	In a five-paragraph essay, write on the following topic: Many instruments make a sound that immediately evoke an image in our mind when we hear it played. Listen and watch in daily life for three examples of instruments or types of music that quickly bring associated images to mind. What kinds of connections do you notice? How do advertisers (radio, TV, internet) use these associations to influence us?
Critical Thinking Assignment 2:	Create a PowerPoint presentation to accompany Billy Joel's "We Didn't Start the Fire" focusing on its historical perspective evidenced through the lyrics and music of the song.
Other Evaluation Methods:	Essay Exams, Journal kept throughout course, Matching Items, Multiple Choice, Objective Exam, Presentation, Quizzes, Reading Reports, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Discussion, Field trips, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Journal (done on a continuing basis throughout the semester), Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate,

	meeting), Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Le, Bonnie, Scully, Francis, and Steven, Edwards. Music Appreciation: History, Culture, and Context. The Louisiana Library Network, 2022. https://open.umn.edu/opentextbooks/textbooks/1343 Licensed under CC BY 4.0.
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	03/08/2024
Original Board Approval Date:	01/13/2025
Last Reviewed and/or Revised by:	Matt Kline
Date:	03/16/2026
Last Board Approval Date:	05/20/2026
Effective Term:	FA 2026