

Academic Learning Compact
Music AOC
Updated July 2022

By taking the courses and tutorials indicated below, students should demonstrate growth toward achieving the following outcomes:

Musicianship. Listen with attention to melody, harmony, intonation, rhythm, timbre, rhythm, form, and metrical organization.

- Use vocabulary appropriate to describe the experience of sound/music related to melodic, rhythmic, timbral, harmonic, and metrical organization.
- Analyze sound/music with attention to melody, harmony, rhythm, timbre, rhythm, form, and/or metrical organization.

Academic experiences for credit that develop these skills:

Introduction to Music, Music Theory I and II

Electronic Music I and II

Advanced music theory and composition courses, tutorials, and ISPs

Music history and sound studies courses, tutorials, and ISPs

Keyboard skills, Private Lesson tutorials, New College Chorus, Chamber Music

Performance. Continue development as a musician/sound artist and public speaker.

Academic experiences for credit that develop these skills:

New College Chorus, Chamber Music, Keyboard Skills, Private Lesson tutorials,

Music Theory I and II, Electronic Music I and II

Music history and sound studies courses

Composition. Demonstrate a capacity to explore sound/music as a medium of expression

- Use music technology appropriately in a variety of settings
- Model sound production on examples and genres

Academic experiences for credit that develop these skills: Music Theory I and II, Electronic Music I and II, Tutorials in Music Composition

Writing. Communicate ideas about music and sound with a sensitivity to the values and conventions associated with a particular audience (i.e. discipline or genre of writing).

Academic experiences for credit that develop these skills: Music history courses and any WEC course offered by a music faculty member, including Music and the Environment, The Western Art Music Tradition; and Opera, Ballet, and the Supernatural

Metaliteracy. Evaluate the quality of primary, secondary and tertiary sources, recognizing that knowledge is socially constructed and continually revised. Use sources rhetorically considering their function as background, example, analysis, or method (Bizup 2008).

Courses that develop these skills: Music history courses and any WEC course offered by a music faculty member, including Music and the Environment, The Western Art Music Tradition; and Opera, Ballet, and the Supernatural

Cultural context. Recognize music, sound, and noise in relationship to human creative action and/or meaning (includes music history, anthropology of music, and theoretical approaches to sound and music).

Courses that develop these skills: Music and the Environment, The Western Art Music Tradition; Opera, Ballet, and the Supernatural,

Project development. Write a thesis or develop a thesis project involving music, and present on this topic (baccalaureate exam).

- Plan a project
- Complete a project
- Integrate skills related to music
- Work with a faculty advisor
- Evaluate personal achievement

Activities for academic credit that develop these skills: Tutorials in support of thesis preparation and thesis project tutorials, ISPs.

Knowledge and skills transfer. Apply information and skills learned in the Music AOC to novel and complex issues or challenges. Connect skills listed above with

- future employment
- engagement with diverse constituencies as a citizen
- the musician's role and responsibility in society

Activities (academic for credit and co-curricular) that develop these skills: Classes, tutorials, ISPs taken in the music program, co-curricular activities, internships, meetings with a career coach, integration and reflection exercises