

## MUSI20205 Music in France, c.1600-1789

<b>Credit Points:</b>	12.5
<b>Level:</b>	2 (Undergraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2016. PLEASE NOTE THIS SUBJECT IS NOT OFFERED IN 2016
<b>Time Commitment:</b>	Contact Hours: 24 hours (1 x 2hr seminar a week) Total Time Commitment: 136 hours
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	Music literacy to a standard equivalent to AMEB grade 4 or higher.
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Contact:</b>	David Irving david.irving@unimelb.edu.au
<b>Subject Overview:</b>	This subject introduces students to the principal genres and works of music in France from c.1600 to the Revolution (1789). Musical practice is also situated within its political, cultural, and religious frameworks to examine how it was shaped by extra-musical factors that impinged on the work of composers, theorists, and professional musicians at large. Case studies including operas, ballets, symphonies, and large-scale sacred works will introduce students to many of the principal composers, genres, and musical developments in ancien régime France. Students are introduced to issues and debates in notation, performance practice, and music theory from France in this period.
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li># Demonstrate knowledge of the principal musical developments in France c.1600-1789</li> <li># Develop an awareness of performance practice issues related to French music of this period</li> <li># Identify and analyse specific genres and works from France c.1600-1789</li> <li># Interpret the political, cultural, and religious factors that impacted on music at this time</li> <li># Evaluate and criticise source materials and secondary literature in this field</li> </ul>
<b>Assessment:</b>	Written assignment of 2000 words; End of semester (40%) In-class oral presentation (10 minutes); Starting week 6 (30%) Listening test; End of semester (20%) Active participation in class discussions; Ongoing (10%)
<b>Prescribed Texts:</b>	Prescribed readings will be available via the LMS.
<b>Breadth Options:</b>	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> <li># <b>Bachelor of Arts</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-ARTS">https://handbook.unimelb.edu.au/view/2016/B-ARTS</a>)</li> <li># <b>Bachelor of Biomedicine</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-BMED">https://handbook.unimelb.edu.au/view/2016/B-BMED</a>)</li> <li># <b>Bachelor of Commerce</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-COM">https://handbook.unimelb.edu.au/view/2016/B-COM</a>)</li> <li># <b>Bachelor of Environments</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-ENVS">https://handbook.unimelb.edu.au/view/2016/B-ENVS</a>)</li> <li># <b>Bachelor of Science</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-SCI">https://handbook.unimelb.edu.au/view/2016/B-SCI</a>)</li> </ul>

	You should visit <b>learn more about breadth subjects</b> ( <a href="http://breadth.unimelb.edu.au/breadth/info/index.html">http://breadth.unimelb.edu.au/breadth/info/index.html</a> ) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	On completion of this subject, students should have developed: <ul style="list-style-type: none"> <li># a receptive attitude to new ideas</li> <li># the capacity for independent and critical reflection</li> <li># knowledge, skills and practices required for independent critical inquiry and research-based writing and presentation</li> <li># the ability to present an academic paper to peers</li> <li># the ability to identify and critically analyse primary source materials</li> </ul>
<b>Related Majors/Minors/Specialisations:</b>	Performance/ Composition/ Musicology/ Ethnomusicology Specialisation (B-MUS Version 5 only)