

Are you new to class today? Pick up a syllabus and fill out a student information sheet

Attendance/Reading Quiz!

Mu 110: Introduction to Music

Instructor: Dr. Alice Jones

Queensborough Community College

Fall 2016

Sections C5A (Fridays 9:10-12) and F5A (Fridays 12:10-3)



In-class writing: suggestions for improvement

Try to respond to given questions in *as many ways* as possible. There is never only one correct answer.

Go beyond the things that are obvious to you. Some of your ideas will be good. Some will be less good. If you keep thinking about more ways to respond to the question, you're likely to come up with something even better.

The process of doing these informal writing assignments prepares you to write better essays

In-class writing examples: linking an idea with support (your interpretation *and* musical details)

- This song reminds me of the 1970s and 1980s because of the instruments that are being used.
- This sounds like a song that is played at a party because it has a beat to it that you can dance to.
- Upbeat and joyful sounds + meaningful but sad words + contrast between sound and lyrics = inspirational message to not give up on yourself
- Certain parts of the song had big band music/orchestra music in the background, which was also used by bands like Earth, Wind & Fire and Lenny Kravitz.

In-class writing examples – how can we improve these?

- Smart instrumentation
- It reminds me of Michael Jackson.
- The music played reminds me of a carefree person just living in the moment trying to get someone else to live in the moment.

What *is* music?



Noticing differences and details



Anonymous, *Kyrie eleison*
(c. 5th century)

Pérotin (1160-1230), *Viderunt omnes*

Giovanni Pierluigi da Palestrina
(1525-94), *Jesu, Rex Admirabilis*

Monophonic texture
Call-and-response
Text is clear
Repetitious

Polyphonic texture
Requires professional singers
Text is lost (we stop listening to the words)

Homorhythmic and polyphonic textures
Easier to understand the text than in
Pérotin, longer text in less time

“We know by experience that song has great force and vigor to move and inflame the hearts of men to invoke and praise God with a more vehement and ardent zeal.”

–John Calvin (1509-64)

Masses

Introit

KYRIE

GLORIA

Gradual

Alleluia

CREDO

Offertory

SANCTUS

AGNUS DEI

Communion

Proper – text changes according to the liturgical calendar (Easter, Christmas, etc.)

Ordinary – text stays the same at every mass

- Singing is a way to remember many prayers (mnemonic device)
- Singing feels good
- Singing creates a sense of community

Praise ye the LORD. Praise God in his sanctuary: praise him in the firmament of his power. Praise him for his mighty acts: praise him according to his excellent greatness. Praise him with the sound of the trumpet: praise him with the psaltery and harp. Praise him with the timbrel and dance: praise him with stringed instruments and organs. Praise him upon the loud cymbals: praise him upon the high sounding cymbals. Let every thing that hath breath praise the LORD. Praise ye the LORD. (King James Bible, Psalm 150:1-6)

Hildegard of Bingen (1098-1179) in *Liber Scivias* (1152)

Iconography



Pope Gregory I (c. 540-604) in *Hartker Antiphonary* (997)

Palestrina and Pope Julius III (1554)

Reaction against the dominance of the Catholic Church: The Protestant Reformation

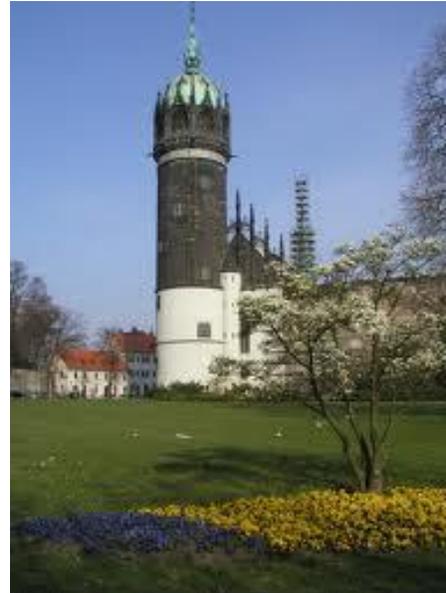
- Arguments in the “real world” play out in music
 - Protestant music sounds different from Catholic music because the religions interpret the world differently
 - Musical culture is a group of people who share particular values that are reflected in the way they make, hear, and use music (see Cornelius p. 4)
- October 31, 1517 – Martin Luther (1483-1546) nailed 95 theses to the door of the Schlosskirche in Wittenberg protesting the Catholic Church
- 1521 translated New Testament into German
- Reorganized worship services around vernacular languages and participatory singing



Music is “the excellent gift of God.”

–Martin Luther

Martin Luther, *Ein' feste Burg ist unser Gott* (1528)



The Counter-Reformation

- Council of Trent (1545-1563)
- Musical style:
 - Focus on the text
 - Music should be pious and befitting of God
 - Music for the Mass should sound holy, reverent, and appropriate
 - The text (words) should always be clearly heard and understandable
- No secular elements (instruments, rhythms, melodies)

“[My goal is] to compose ... Masses... [so] that the powerful and sweet sound of the voices should soothe and caress the ears of the listeners in a pious, religious, and holy way.”

–Vincenzo Ruffo (1508-87),
Church composer

Giovanni Pierluigi da Palestrina (ca. 1525-94)

- Composed 104 masses and several hundred sacred pieces
- Played organ and sang in cathedrals and private homes of cardinals in Rome
- Church musicians were expected not only to be skilled musicians but also upstanding citizens

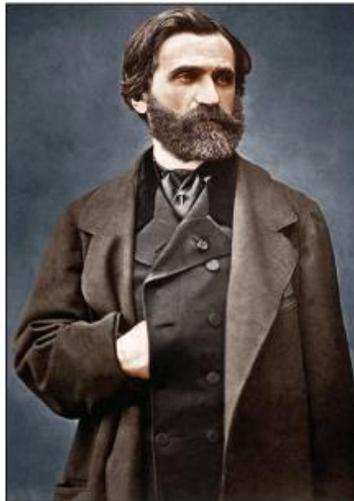


“I... have considered it my task... to bend all my knowledge, effort, and industry towards that which is the holiest and most divine things in the Christian religion—that is, to adorn the holy sacrifice of the Mass in a new manner.”

—Giovanni Pierluigi da Palestrina

Looking ahead... what happens after the Renaissance?

Giuseppe Verdi (1813-1901),
"Dies Irae" from *Messa da Requiem* (1874)



Homework and reminders

- Stay on top of your personal due dates for first drafts and final drafts
- Send me your WordPress username
- Online Class Discussion #1 ends Saturday at 11:59pm
- Online Class Discussion #2 runs Sunday 9/4 to Saturday 9/10
- Ask questions sooner rather than later if you're having technical difficulties



End quiz

1. Catholic church composers in the Renaissance wrote music for the purpose of personal expression.
 - a) True
 - b) False
2. Name one musical difference between Protestant music and Catholic music.
3. What instrument does Dr. Jones play?