



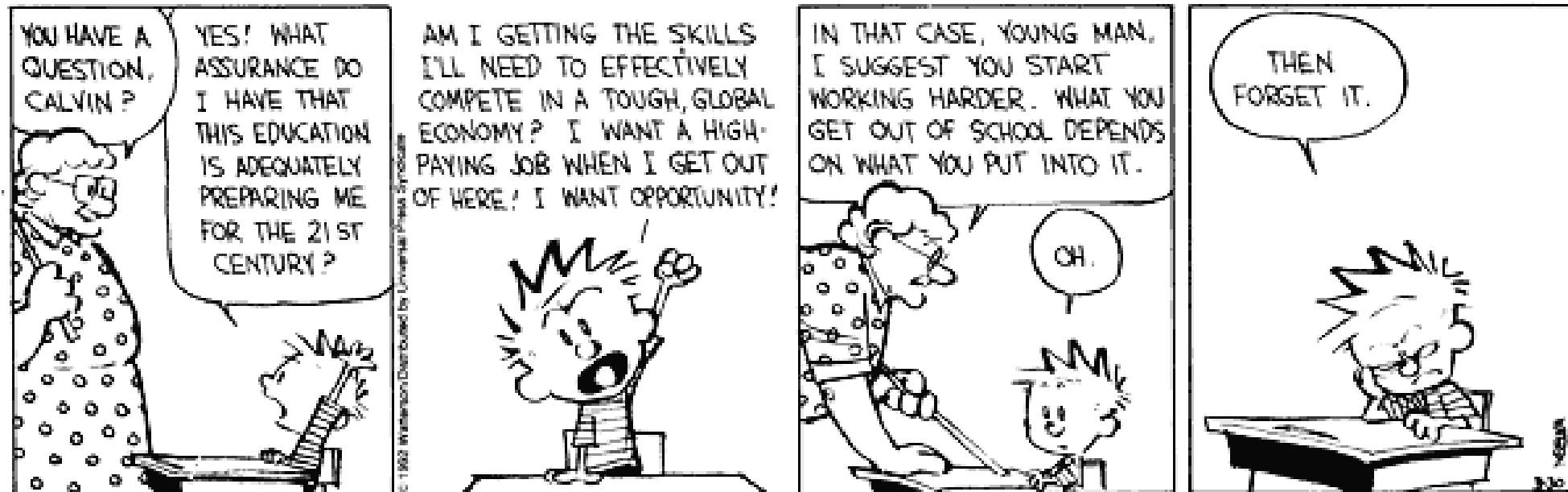
# Mu 102: Principles of Music

Instructor: Dr. Alice Jones

Borough of Manhattan Community College

Fall 2019

Section 0701 (MW 7:30-8:45a)



# Reading quiz

Musical sounds mean the same thing all around the world.

- a) True
- b) False



# Reading quiz

Culture is something that is learned.

- a) True
- b) False

# Reading quiz

The word “forte” refers to a passage of music that sounds quiet.

- a) True
- b) False

# Reading quiz

Europe is a continent that has always been organized into nations that worship Christianity.

- a) True
- b) False

# Reading quiz

What was the most interesting or surprising thing you learned from the reading(s) this week?

# Recap

- Melody
  - Melodic motion: contour (direction), interval size (conjunct vs disjunct)
- Texture
  - Interaction of all layers: monophonic, homophonic, polyphonic
  - Style of playing: staccato, legato, pizzicato
- Musicology – the study of music, what it is, and what it means
  - Today: 6 ways musicologists look at and think about music, especially music of the past

# Syllabus questions

- How do I get access to the class discussion?
- Will we talk about the Romantic Era before December?
- What are the exams like? Are they similar to the quizzes we take?

# Noticing differences and details

Anonymous, *Kyrie eleison* (c. 5<sup>th</sup> century)



**Monophonic texture**  
Call-and-response  
Text is clear  
Repetitious

Pérotin (1160-1230),  
*Viderunt omnes*



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

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



**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)*

# Thinking like a musicologist, part 1: Details have significance and implications

Anonymous, *Kyrie eleison* (c. 5<sup>th</sup> century)



**Monophonic texture**  
Call-and-response  
Text is clear  
Repetitious

Pérotin (1160-1230),  
*Viderunt omnes*



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

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



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

**What happened over the course of 1,000 years?**



# Thinking like a musicologist, part 2: Why sing?

- Singing feels good
- Singing creates a sense of community
- Singing is a demonstration or expression of religious faith

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)

# Thinking like a musicologist, part 3: Sing how?

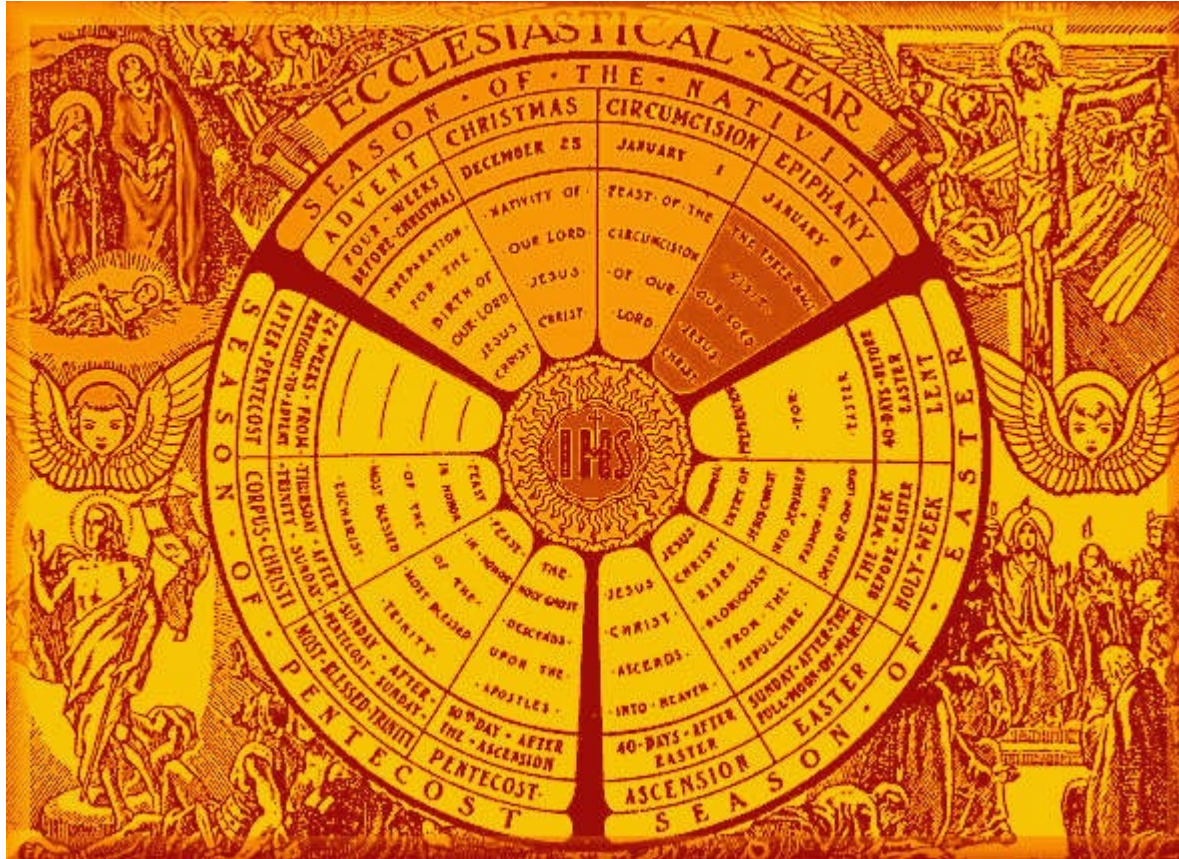


Understanding “how” can lead to “why”

- Prayers during the Medieval period were sung by members of a monastery or convent



# Thinking like a musicologist, part 3: Sing how?

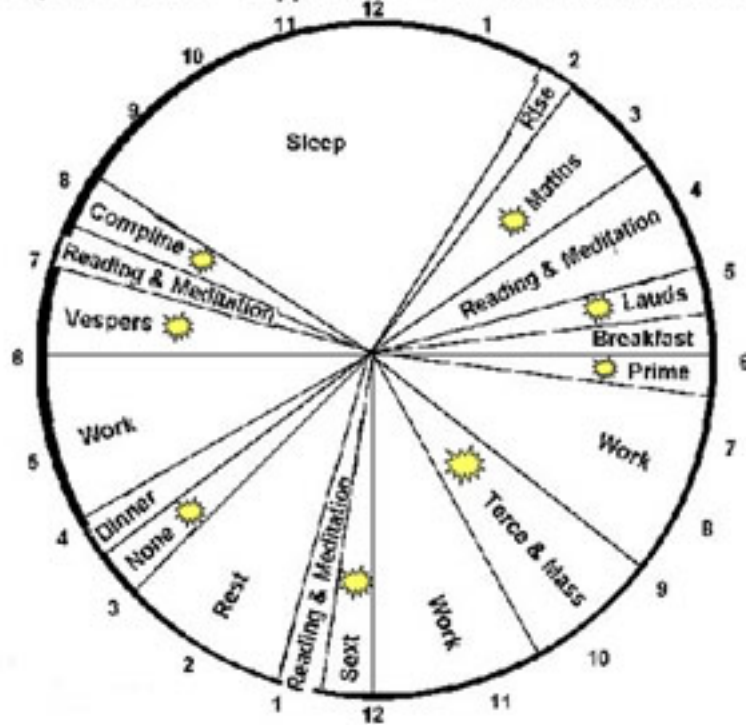


Understanding “how” can lead to “why”

- Prayers during the Medieval period were sung by members of a monastery or convent
- Different prayers were sung at different times in the liturgical (year) calendar)

# Thinking like a musicologist, part 3: Sing how?

*The Divine Office or Canonical Hours*



Understanding “how” can lead to “why”

- Prayers during the Medieval period were sung by members of a monastery or convent
- Different prayers were sung at different times in the liturgical (year) calendar
- Different prayers were sung at different canonical hours (times of day)

# Thinking like a musicologist, part 3: Sing how?

Understanding “how” can lead to “why”:

- Prayers during the Medieval period were sung by members of a monastery or convent
- Singing is a way to remember many prayers (mnemonic device)

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

**Ordinary** – text stays the same at every mass

Parts of the Catholic mass

**Introit**

KYRIE

GLORIA

**Gradual**

**Alleluia**

CREDO

**Offertory**

SANCTUS

AGNUS DEI

**Communion**

**Next: Thinking like a musicologist, part 4: How did people think about music? How can we know what they thought?**



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)



# Thinking like a musicologist, part 5:

## Categorizing music

How can we group these pieces of music together to better understand how they relate? Which are most similar to each other? What details are meaningful to make sense of the music we hear?

Anonymous, *Kyrie eleison*  
(c. 5<sup>th</sup> century, Milan)



Pérotin (1160-1230),  
*Viderunt omnes* (Paris)

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



William Byrd (1543-1623),  
*Fantasia for five viols* (London)



# Not everyone thinks like a musicologist



**Richard Dawkins** 

@RichardDawkins

[Follow](#)



Listening to the lovely bells of Winchester, one of our great mediaeval cathedrals. So much nicer than the aggressive-sounding "Allahu Akhbar." Or is that just my cultural upbringing?



3:00 PM - 16 Jul 2018

3,469 Retweets 16,405 Likes



 9.7K  3.5K  16K 



# Thinking like a musicologist, part 6:

## Understanding biases and context

### **Church bells (Christian)**

- Calls people to prayer
- Can be heard across long distances
- Specific to this faith
- May require special training or practice (e.g., a carillon)
- Not considered “music”—it’s not for entertainment or heard in other spaces where people of this culture listen to music

### **Adhan (Muslim)**

- Calls people to prayer
- Can be heard across long distances
- Specific to this faith
- May require special training or practice (a person who does this task is called a muezzin)
- Not considered “music”—this faith doesn’t call these sounds musical

# Reminders

- Assigned reading is available online
  - Wednesday: how music is taught, rhythm, tempo, harmony, texture
  - Monday: the Baroque period, studying music history
- Good weekly habit: Review lecture notes and previous assigned reading the day *after* class
- Soundscape journal and reflective writing due W Sep 11
- See you Wednesday!

