



Old Westbury

MEMORANDUM

TO: Faculty Senate

FROM: Curriculum and Academic Planning Committee *Erlyn Jauritz*

DATE: March 29, 1993

RE: B.S. and B.A. Degrees in American Music, Dance and Theatre

At its meeting of March 12, 1993, the CAP Committee unanimously approved a revised proposal to offer B.S. and B.A. degrees in American Music, Dance and Theatre. The revision of the original proposal (American Music) was made after a March 5 meeting of Performing Arts (OCA) faculty, CAP representatives, and Mrs. Kathryn Van Arnam of SUNY/Central.

In addition to the expanded title (adding dance and theatre to music), a few other changes have been made as a result of the discussions. They are: a reworked section on program goals and objectives; the deletion of references to dual majors; the inclusion (in appendices) of materials describing internship procedures, and criteria for judging student performance in the core; a few modifications in the core itself, especially the replacement of the sequence in Integrated Performing Arts by one in the Elements of Performance; and descriptions of these new courses.

The changed sections and the additional materials are enclosed.

Enclosure

Rationale:

In view of the fact that the CAP committee had already approved (February 26, 1993) the proposal to offer B.S. and B.A. degrees in American Music, the Committee readily accepted the recommendation to expand the title of the degrees to the B.S. and B.A. in American Music, Dance and Theatre. CAP agreed that the hegis code for music did not adequately capture the curriculum offered, and that the expanded title under a more general hegis code would be more appropriate.

At its meeting of March 12, 1993, CAP examined the revisions made to the proposal to ensure that they addressed the questions raised by the SUNY/Central representative, and voted unanimously to recommend the Faculty Senate's approval of the changes.

Resolution:

Be it resolved that the Faculty Senate approves the B.S. and B.A. degrees in American Music, Dance and Theatre.

Changes to the Music Proposal approved by
the Faculty Senate on March 5, 1993

(Pages 2 - 4 of the original)

Program Goals, Objectives, and Internal Impact

Like all the programs introduced when the College's human justice mission was first enunciated, CCA set goals in keeping with the mission. Within CCA, Performing Arts was particularly interested in devising a non-traditional curriculum to meet the needs of students historically underrepresented in higher education and to conform with Old Westbury's interdisciplinary thrust.

Of the underrepresented groups entering Old Westbury in the 1970s, African Americans predominated and the program's focus, unique within S.U.N.Y., was thoroughly African American. Performing Arts faculty reasoned that concentrating on African American music would serve Old Westbury's non-traditional students of all ethnic, racial and cultural backgrounds. The overwhelming majority of these students were interested in contemporary, popular music, much of which falls within African American forms and styles. This may explain why, in marked contrast to the pattern of enrollments in Black Studies programs across the nation, students in Old Westbury's music and dance courses were drawn, from the very beginning, from all the major ethnic groups represented on campus. During the decade of the 1980s, the College attracted growing numbers of new immigrants from the Caribbean and Latin America, whose music, while strongly influenced by African rhythms, had evolved into distinctive styles. Faculty adapted to the change. To the full range of African American music (Jazz, Gospel, Blues, Soul, etc.) were added Latin and Caribbean music as well as Rock and Roll, and Country and Western to cover the full spectrum of contemporary American music, which similarly reflects demographic changes in U.S. society. The program was thus able to maintain the ethnic diversity that has always characterized its

students. The main goal of the new degrees in American Music, Dance and Theatre will be to continue to serve this rich cultural and ethnic mix of students addressed in the College's mission.

A second goal is to provide additional degree options in the College's interdisciplinary curricula. When the original CCA program split along disciplinary fault lines into discrete entities, the Performing Arts section did not abandon the notion of organizing its curriculum around an interdisciplinary core. Indeed, such a core became more manageable with only music and dance, and later, theatre to be incorporated (and not languages and art as well). The proposed B.S. and B.A. degrees in American Music, Dance and Theatre have a common interdisciplinary core, required of all majors. The core is indicative of the deep commitment of the faculty to providing students with an appreciation of the characteristics shared by music, dance and theatre and mutually reinforced. Harmony and rhythm, imagery and imagination, characterization and creativity, mood and movement, are among the common features stressed in the interdisciplinary core.

In advancing the mission and articulating the interdisciplinary principle, a distinctive program of study in the arts has developed. The program has succeeded in fostering among students a respect for different cultures that few other curricula on campus can match. The 'hands-on' nature of music, dance and theatre is a contributing factor. But equally important is a pedagogy built on a belief in the inherent creativity of the individual that encourages the lively engagement of students. Whatever the key to success, the fact remains that students of all ethnic and racial groups regularly participate in performances, in one or other cultural tradition, epitomizing the mission at it was meant to be.

In addition to the goals described above, three specific objectives of the program in American Music, Dance and Theatre may be identified:

1. To offer to all students courses in music, dance and theatre, within the College's general education program, which will increase their multicultural awareness while giving free rein to their creativity and imagination.
2. To make available a B.A. in music, dance and theatre to students interested in gaining an appreciation of the arts for purposes of combining it with graduate study in other fields, in the hope of pursuing careers in school teaching, or in the business, management and legal ends of the popular entertainment industry.
3. To provide a B.S. curriculum to students interested in becoming professional musicians; to give them a competitive edge through emphasizing versatility, improvisation and theatrical presentation; and, if they opt for graduate training, to ensure they have the theory and technical skills necessary.

The proposal differentiates between aspiring performers who will complete 67 credits in the B.S. degree, and students interested in music, dance and theatre, but not for purposes of seeking performing careers upon graduation from Old Westbury. The latter will have the B.A. option requiring the completion of 47 credits. An expected result of the B.A. degree, with its balanced combination of courses in history, theory, techniques, and practical performance, is that the program will be more attractive to more liberal arts students with varied career goals. The B.S. option, on the other hand, will accommodate those students who are drawn

to careers in contemporary music. They will have intensive coursework in music (where the bulk of the faculty resources is concentrated); courses integrating music, dance and theatre; music history courses; and a course in the Business of the Performing Arts that they may gain insight into the competitive nature of the industry, career opportunities, the role of unions and other pertinent matters.

The proposed program does not duplicate any part of the college-wide curriculum. The internal impact can only be positive. It will boost the course offerings and degree options in the humanities on campus. It will provide any number of interesting electives to majors in other programs with strong multicultural or international perspectives, such as Comparative History, Ideas and Cultures, and Politics, Economics and Society. Most importantly, it will enhance the College's general education program. Music, dance, and theatre courses already make up a sizeable and popular part of the general education cluster in Creativity and the Arts.

Enrollment (p. 7): All reference to dual majors has been deleted.

Appendices

Information on internships, criteria for jury evaluation of students in the core, and new courses has been placed in appendices (attached).

Degree Requirements

Changes in the lists for B.S. and B.A. degrees have been made to conform with recent practice rather than the current catalogue. Core courses in Integrated Performing Arts have been replaced by Elements of Performance (attached).

REQUIREMENTS FOR THE B.S. DEGREE IN AMERICAN MUSIC, DANCE AND
THEATRE*
(67 credits)

	Credits
<u>Interdisciplinary Core:</u> 18 credits	
AM2030:+ Elements of Performance 1	4
AM3030:+ Elements of Performance 2	4
AM4030:+ Elements of Performance 3	2
AM2800: Fundamentals of Theatre Production 1	3
AM2800L: Fundamentals of Theatre Prod'n 1: Lab	1
AM5900: Senior Seminar	4
<u>History and Analysis:</u> 12 credits	
AM2201: World Music	4
AM2210: African American Music History	4
AM4000: Business of the Performing Arts 1	4
<u>Instrumental Music:</u> 33 credits	
AM2100-2110: Instrumental Music (w/shops:3 cr ea.)	6
AM2220: Elements of Music 1	4
AM3221: Elements of Music 2	3
AM4100-4110: Instrumental Music II (w/shops:2 cr ea.)	4
AM4221: Elements of Music 3	3
AM4231: Elements of Music 4	3
AM4240: Arranging	3
AM5100-5110 Instrumental Music III (2 at 2 cr ea.)	4
AM5220: Composition	3
<u>Ensemble Performance:</u> 4 credits	4
In consultation with adviser, chosen from:	
AM4050:+ Interdisciplinary Ensemble (1 cr.ea.)	
AM4140-4150: Instrumental Laboratory (2 cr.ea.)	
<u>Total credits in the major:</u>	67
General Education	44
Other electives	9
<u>Total for the B.S. degree:</u>	120

* The letters in the course codes contained in the current catalogue (1992-94) are CA denoting Communicative & Creative Arts.

* New courses: descriptions and syllabi in Appendix 3.

REQUIREMENTS FOR THE B.A. DEGREE IN AMERICAN MUSIC, DANCE AND
THEATRE

(47 credits)

	Credits
<u>Interdisciplinary Core:</u> 18	
AM2030: Elements of Performance 1	4
AM3030: Elements of Performance 2	4
AM4030: Elements of Performance 3	2
AM2800: Fundamentals of Theatre Production 1	3
AM2800L: Fundamentals of Theatre Prod'n 1: Lab	1
AM5900: Senior Seminar	4
<u>History:</u> 8 credits	
In consultation with adviser, chosen from:	8
AM2201: World Music	
AM2210: African American Music History	
AM2400: History of Dance	
AM2410: History of Modern Dance	
AM2600: World Theatre History	
AM2610: Modern Theatre History	
<u>Ensembles:</u> 4 credits	
In consultation with adviser, chosen from:	4
AM4050: Interdisciplinary Ensemble (1 cr.ea.)	
AM4540-4550: Dance Repertory (2 cr ea.)	
AM3740-3750: Rehearsal Crew (4 semesters:1 cr ea.)	
AM4140-4150: Instrumental Laboratory (2 cr.ea.)	
<u>Theory and Techniques:</u> 17 credits	
In consultation with adviser, chosen from:	17
Music courses in:	
Instrumental Music, Vocal Music, Elements of Music, Keyboard, Arranging	
Dance courses in:	
African Dance, Modern Dance Elements of Dance, Choreography	
Theatre courses in:	
Theatre Production, Acting, Stage Management, Directing, Technical Theatre	
<u>Total credits in the major:</u>	47
General Education	44
Other electives	29
<u>Total for the B.A. degree:</u>	120

NEW COURSES

AM 2030: Elements of Performance 1: 4 credits

Fundamental course in performance required of all majors. Focus on developing skills in music, dance and theatre, and exploring the interrelationships among these skills. Offered every Fall. Prerequisite: Serious interest in music, dance and theatre.

This course replaces and expands on CA2040: Integrated Performing Arts I in the 1992-94 Catalog. Instructors who have team-taught CA2040 and will teach AM2030 include: M.A. Derby (Asst. Professor-Dance); D. Gillett (Asst. Professor-Theatre); A. Gross (staff-Theatre); R. Harper (Assoc. Professor-Music); M.K. McIntyre (Professor-Music); and W. Smith (Assoc. Professor-Music).

AM3030: Elements of Performance 2: 4 credits

Second level course in performance required of all majors. Skills acquired in Elements of Performance 1 are developed further with increased emphasis on interrelation and collaboration. Culminates in performance demonstrations. Offered every Spring. Prerequisite: AM2030.

This course replaces and expands on CA3040: Integrated Performing Arts II in the 1992-94 Catalog. Instructors who have team-taught CA3040 and will teach AM3030 are: M.A. Derby (Asst. Professor-Dance); D. Gillett (Asst. Professor-Theatre); and R. Harper (Assoc. Professor-Music).

AM4030: Elements of Performance 3: 2 credits

A workshop class in which students perform and/or help to create scenes involving all the performing arts. Offered every year. Prerequisites: AM2030, AM3030, AM2800.

This course reflects a rethinking of PA4040: Integrated Production in the 1985-87 Catalog, that was last offered in 1986. In-

structors who have team-taught that course and will teach AM4030 are M.A. Derby (Asst. Professor-Dance) and R. Harper (Assoc. Professor-Music).

AM4050: Interdisciplinary Ensemble: 1 credit

Performance ensemble work in which students rehearse and perform pieces involving all the performing arts. Offered every year.
Prerequisite: Audition.

Instructor teams drawn from: M.A. Derby (Asst. Professor-Dance); D. Gillett (Asst. Professor-Theatre); A.Gross (staff-Theatre); R. Harper (Assoc. Professor-Music); J. Jeffers (Asst. Professor-Music); G. McGill (staff-Theatre); M.K. McIntyre (Professor-Music); and W. Smith (Assoc. Professor-Music).

Internships in American Music, Dance and Theatre

Credit-bearing internships will follow the criteria and procedures already established by Performing Arts(CCA) faculty, as follows:

Purpose:

The purpose of an internship is to augment the student's classroom learning with practical, in-the-field application, and to have the student reflect in a structured way on the experience gained.

Credits:

The number of credits to be earned will follow SUNY guidelines for "supervised individual activity" at the rate of one credit for "the equivalent of forty-five 50 minute sessions of student academic activity." Over a 15-week semester that translates to three hours a week for one credit, six hours for two credits, and so on.

No more than 12 internship credits may be counted toward college and program requirements.

Procedures:

1. Students may apply for an internship for credit only in their field of study.
2. A written job description must be filed, together with the company/organization offering the internship, the address, and the supervisor's name, and title. The supervisor must submit a written evaluation of the intern's performance (see application form).
3. A faculty mentor must agree to monitor the internship by completing the appropriate form. The student must meet with the mentor at least once a month; an on-site visit is also required of the mentor.
4. A summary paper, reflecting on the internship must be completed by the intern and evaluated by the mentor.
5. Applications for internships require final approval by the Chair of the Department.

APPLICATION FOR INTERNSHIP

Applicant's Name: _____ Date _____

Faculty Mentor: _____

Job Supervisor: _____ Title _____

Job Title: _____ Company _____

Duties: _____

Total Days per week _____ Total Hours per week _____

Is this a paying Job? Yes _____ No _____

Number of credits applied for _____

Student Statement: I understand that I will be evaluated by my supervisor on the job, and by my faculty mentor in order to receive credit for this work. I further understand that meetings with my mentor, on site visits by my mentor, and a written summary of my experiences are required by this internship course.

Student Signature _____ Date _____

Supervisor Statement: I understand that I am to complete a written evaluation of the intern at the end of the internship and that a faculty/staff member from the college will make an on site visit.

Supervisor Signature _____ Date _____

Mentor Statement: I understand that I will meet with the student at various times during the internship to help focus his/her learning experience. I will make an on site visit to the work place unless waived by the program and I endorse the number of credits listed in this application.

Mentor Signature _____ Date _____

Convener's Signature _____ Date _____

EVALUATION IN ELEMENTS OF PERFORMANCE 1-2

Demonstration material in Elements of Performance 1-2 is divided into Headings (Roman numerals), Categories (Capital letters), and Skills (Arabic Numerals). Three professors, one each from Music, Dance and Theatre, who are instructors for the course, will evaluate students on the basis of aptitude (skills accomplished) and attitude.

Students must demonstrate:

1. The capacity to work responsibly both independently and with their peers (attitude).
2. Aptitude in various skills and categories; more specifically,
 - a. a student who demonstrates during the course, aptitude in all Headings (100% 3 of 3), all Categories (200% 11 of 11), and at least 52 of the listed skills (I=27 skills, II=19 skills, III=12 skills, total =58 skills) will receive an "A" in Elements of Performance 2.
 - b. a student who demonstrates during the course, aptitude in all Headings (3 of 3), all categories (11 of 11), and at least 45 of the listed skills (45 of 58) will receive a "B" in Elements of Performance 2.
 - c. a student who demonstrates during the course, aptitude in all Headings (3 of 3), at least 9 of 11 categories, and at least 38 skills (38 of 58) will receive a "C" in Elements of Performance 2.

In addition, students will be examined at the end of Elements of Performance 1 in a live summation demonstration (called a jury) which will be evaluated by the course instructors collectively. Students will demonstrate skills through specific tasks which usually include:

1. Reciting a poem
2. Singing a song
3. Playing a percussion instrument with a group
4. Executing a movement sequence
5. Acting where content is improvised
6. Acting where content material is predetermined and set.

The jury scores will become part of the course grade as well as serve as a separate evaluation.

ACCEPTANCE AS A MAJOR

To be accepted as a major in either the B.S. or B.A. in American Music, Dance, and Theatre, one must pass Elements of Performance 1 and 2 with a "C" or better and pass all parts of the jury with a "C" or better. If a student does not meet these standards a recommendation and determination will be made.

DeterminationRecommendation

General Deficiency
("F" work)

At a minimum, repeat Elements of Performance 2 AM3030

Specific Deficiency

Deficiency is within a specific category or heading and may be satisfied by course work in that area. Courses are listed below.

I. Music/Speech

AM2220 Elements of Music 1
AM2300 Vocal Music 1
AM2103 Instrumental Music-Percussion
AM2022 Voice and Diction

II. Dance

AM2421 Elements of Dance

III. Theatre

AM3620 Acting 1

Transfer students who qualify for advanced course work in one of the subject areas (Music, Dance, Theatre) upon admission to the college, will be accepted as majors. To graduate, these students, however, are required to pass and complete the core and pass the jury.

DEMONSTRATION MATERIALS: Elements of Performance 1,2 AM2030,AM3030

I. Music and Speech

A. Vocalization

1. Belly Breathing
2. Vocalization of sound with relaxed face and shoulders
3. Vocalization with open throat and mouth
4. Enunciation of consonants
5. Pronunciation of vowels
6. Articulation of poetry
7. Analysis of poetry and meaningful delivery

B. Singing

1. Sustained singing and intonation
2. Tonal memory
3. Playing the major scale on the piano
4. Singing the major scale with and without the piano
5. Singing parallel harmonic lines
6. Singing intervallic and contrary major scale lines
7. Singing a song with correct pitch and diction
8. Singing songs in harmony

C. Rhythm

1. 1x, 2x, 3x, 4x beat
2. Making of sounds on claves and congas
3. Use of rests in context of 2x, 4x beat
4. Reading of 4x beat rhythms (patterns 1-13)
5. Playing of repetitive rhythms with percussion

D. Music Terminology and symbols

1. Notes
2. Staff
3. Clefs
4. Time Signatures
5. Repeats
6. Dynamics
7. Keyboard

Total Categories: 4

Total Skills: 27

II. Dance

A. Locomotor Movements

1. Walking
2. Running
3. Skipping
4. Turning
5. Hopping
6. Jumping
7. Leaping

B. Physical Attitudes

1. Pose
2. Gesture
3. Rhythm
4. Mime

C. Rhythm

1. Duple
2. Triple

D. Space

1. Internal
2. External
3. Directional (stage right, left, up, down, diagonal)
4. Planar (horizontal, sagittal, etc.)

E. Dynamics

1. round-angular
2. heavy-light
3. sharp-sustained
4. contained-expansive
5. complete-incomplete

Total Categories: 5

Total Skills: 19

Locomotor movements pose gesture, and mime are presented in the context of physical attitude, rhythm, space, and dynamics.

III. Theatre

- A. Breathing and Relaxation
- B. Action and Reaction (with and without words)
 - 1. Who - types of relationship
 - 2. Where - influence of environment
 - 3. When - influence of context including prior history
 - 4. What - influence of context including prior history
 - 5. Need - internal primary motivation
 - 6. Desire - secondary and/or primary motivation
 - 7. Thought - intellectual process of desire and need
 - 8. Physical mannerism - influence of physical presentation and movement on character and emotion
 - 9. Physical relationship - influence of types of physical interaction on relationship and emotion
 - 10. Spirit - influence of socio-cultural and belief factors
 - 11. Ritual - influence of repetitive psycho-physical factors
 - 12. Storytelling - use of the above with a beginning, middle, and end.

Total Categories: 2
 Total Skills: 12