



El Camino College
 COURSE OUTLINE OF RECORD – Official

Course Acronym:	MUSI
Course Number:	117
Descriptive Title:	Music of the Beatles
Division:	Fine Arts
Department:	Music
Course Disciplines:	Music
Catalog Description:	This course surveys musical styles of the Beatles from 1957-1970. It focuses on the historical, aesthetic, social-political, economic, and technological developments that have shaped the evolution of popular music. Emphasis is placed on identifying the Beatles' various musical periods, stylistic practices in compositions and concerts, and reflections of and impacts on the cultural and social issues of their time.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	eligibility for English 1A
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	3/15/2010
Transfer UC:	Yes
Effective Date:	
General Education: ECC	Area 3 - Humanities
Term:	
Other:	
CSU GE:	Area C1 - Arts and Humanities - Arts: Arts, Cinema, Dance, Music, Theatre
Term:	

Other:	
IGETC:	Area 3A - Arts
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Elements of Music</p> <p>Upon successful completion of this course, the student should be able to describe the elements of music - melody, harmony, rhythm, form, texture, dynamics, and timbre.</p> <p>SLO #2 Comparing and Contrasting</p> <p>Upon successful completion of this course, the student should be able to compare and contrast works based on the use of elements, form, and cultural (style period) influences.</p> <p>SLO #3 Musical Style Periods</p> <p>Upon successful completion of this course, the student should be able to distinguish among the characteristics of various historical musical style periods.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Identify and define musical terms related to rhythm, meter, melody, harmony, and form. 2. Identify the impact and influence of key social and political events in the 1960s in the US and UK on the music industry. 3. Describe the musical antecedents to the "Pop Sound" that became known as rock 'n' roll and are found in John Lennon's Jukebox. 4. Evaluate the impact of The Ed Sullivan Show on the change in popular music and on the career of the Beatles. 5. Identify the key musical and religious issues of 1960s that became elements for change in the music of the Beatles. 6. Analyze the effect of new recording techniques on the music of Rubber Soul, Revolver and Sgt. Pepper. 7. Analyze the impact of rock stars crossing over to become the film stars on both film and recording industries. 8. Identify major artists (writers, musicians, painters, etc.) that had an influence on the music of the Beatles. 9. Identify approaches to recording music in the studio during the Sgt. Pepper recording sessions. 10. Describe how movies that take popular musicians as subject matter contribute to cultural mythology. 11. Analyze the significance of the psychedelic age (1966-69) on the lyrics and music of the "late period" Beatles. 12. Analyze the music of the Beatles in regards to rhythm, meter, melody, harmony, form, and studio recording techniques. 13. Differentiate between recordings from the Beatles' live concerts and original studio recordings. 14. Describe the legacy of the Beatles from 1964 to contemporary times including the impact of the release of the "1" album in the year 2000.
Major Topics:	<p>I. Course Overview (3 hours, lecture)</p> <p>A. elements of music - rhythm, melody, harmony, form, instruments, texture, dynamics</p>

- B. the creative process in music
- C. analysis of lyrics

II. Music and Recordings in the US (6 hours, lecture)

- A. a history of recordings
- B. overview of popular music in America before 1960
- C. key political and social events
- D. composing, performing, recording

III. Post-war Liverpool (6 hours, lecture)

- A. the 1950s in the US and UK
- B. skiffle music in the UK
- C. American rockabilly, Little Richard, Elvis Presley
- D. John Lennon's Jukebox

IV. The Early Beatles (6 hours, lecture)

- A. popular music, technology and song craft
- B. early days in Hamburg
- C. touring in Europe
- D. The Ed Sullivan Show
- E. Beatle-mania in the US and UK
- F. A Hard Day's Night

V. Changing Conceptions of Creativity (6 hours, lecture)

- A. the influence of Bob Dylan on lyric writing
- B. Rubber Soul, a new direction in the studio
- C. Indian and world music
- D. the psychedelic and the spiritual - art, music and religion

VI. The Experimental Middle Period (6 hours, lecture)

- A. The Beach Boys and Pet Sounds
- B. beach culture and music
- C. the evolution of recording techniques in the music studio
- D. Revolver, Strawberry Fields Forever and Penny Lane

VII. Rock 'n' Roll and the Counterculture (6 hours, lecture)

- A. key political and social events
- B. Baby Boomers' protest and rebellion
- C. Sgt. Pepper as a cultural moment
- D. the making of Sgt. Pepper, George Martin
- E. critique of Sgt. Pepper by Frank Zappa

VIII. The Mature Beatles (9 hours, lecture)

- A. the musician as filmmaker, Magical Mystery Tour
- B. Surrealist artists and techniques

	<p>C. Yoko Ono and the Avant-Garde in London D. the musical influences of Cage, Berio, and Stockhausen E. The White Album</p> <p>IX. The End of the Beatles (6 hours, lecture)</p> <p>A. Let It Be and Abbey Road B. a final concert on the roof, Abbey Road Studios C. cultural myths and musical legacies D. the release of the Beatles "1" album E. The Beatles legacy in the 21st century</p>
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	In your journal, write a 2-3 page analytical paper applying terminology, concepts, and methods of analysis to a song from one of the Beatles 'late period' albums. This essay should include an analysis of the lyrics, music, and studio recording techniques; a comprehensive interpretation of the overall meaning of the song; and its importance in the overall canon of the Beatles' works.
Critical Thinking Assignment 1:	Listen to the following 3 recordings - demo sequence Take No. 1, demo sequence Take No. 7, and the final version of Strawberry Fields Forever. Write a 2-3 page essay in which you identify and analyze the differences in lyrics, instruments and texture in these three versions of the same song.
Critical Thinking Assignment 2:	Write a 2-3 page essay analyzing how the Beatles' performances on The Ed Sullivan Show solidified their status as music and popular cultural stars.
Other Evaluation Methods:	Completion, Essay Exams, Journal kept throughout course, Matching Items, Multiple Choice, Quizzes, Term or Other Papers, True/False
Instructional Methods:	Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Journal (done on a continuing basis throughout the semester), Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	Jonathan Gould. <i>Can't Buy Me Love</i> . 2nd ed. Three Rivers Press, 2018. Steve Turner. <i>The Beatles Songs</i> . 5th ed. Dey Street Books, 2015.
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	

Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	eligibility for English 1A
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	<p>This course has assignments relative to reading and writing. Having these skills which will enhance the student's success.</p> <p>Ability to compose a written report. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p> <p>Ability to read and interpret a college-level textbook. Summarize, analyze, evaluate, and synthesize college-level texts</p>
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	William Doyle
Date:	09/21/2009
Original Board Approval Date:	03/15/2010
Last Reviewed and/or Revised by:	William Doyle
Date:	04/18/2022
Last Board Approval Date:	06/20/2022

