

# Postgraduate Diploma Audiovisual Art History



## Postgraduate Diploma Audiovisual Art History

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/in/humanities/postgraduate-diploma/postgraduate-diploma-audiovisual-art-history](http://www.techtitute.com/in/humanities/postgraduate-diploma/postgraduate-diploma-audiovisual-art-history)

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# 01

# Introduction

It seems impossible to think of present times without music, but the truth is that, since Neolithic times, some manifestations of this element could already be appreciated. In every culture it had been used to worship different gods and already in the 6th century, the Chinese civilization had been talking about octaves and semitones for millennia. On the other hand, film has been the result of a scientific evolution that goes back to the times of Aristotle and his postulates about the "camera obscura". When both (music and film) converge, you have a source, not only of entertainment, but of historical knowledge that is necessary to study in order to preserve.



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*Through music you can take a journey  
through the history of peoples"*

Music has become a form of human expression. All cultures and societies have their own sounds that tell their history, resulting in a resource little used by historians, but which is of utmost importance. Since the time of ancient Egypt, there are already records of famous singers performing to the public in temples and palaces. On the other hand, in India one can find Vedic hymns that were written to be sung, thus creating the first musical notation system.

In contrast, the history of cinema is more "recent" but with a marked influence of Aristotle's thought on the "camera obscura", an approach in which it was expressed as light passing through a small hole made in a room closed on all sides, projecting an image in front. Thus began what today would constitute a source of entertainment or a means of political and social criticism.

For all these reasons, studying both elements (film and music) is indispensable for any historian who wishes to understand the world around them from the events of the past. Thus, with this Postgraduate Diploma, students will find an opportunity to learn and propel their careers to the next level, dedicating themselves to the conservation of audiovisual heritage in museums or serving as consultants to recreate the music of a particular era in films and television series.

This **Postgraduate Diploma in Audiovisual Art History** contains the scientific most complete and up to date educational program on the market. The most important features include:

- ♦ The development of case studies presented by experts in artistic heritage and audiovisual art
- ♦ The graphic, schematic, and eminently practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Enroll now and advance  
your career as an expert  
consultant in music and film"*

“

*The online program of this Postgraduate Diploma will give you the time flexibility you need to continue with your academic training”*

*With your expertise in the field, you will be able to recreate the sounds of the past and bring them to the present in any audiovisual format.*

*Learn from the best experts of the sector the different musical styles of the contemporary era.*

The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive training programmed to train in real situations.

This program is designed around Problem Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.





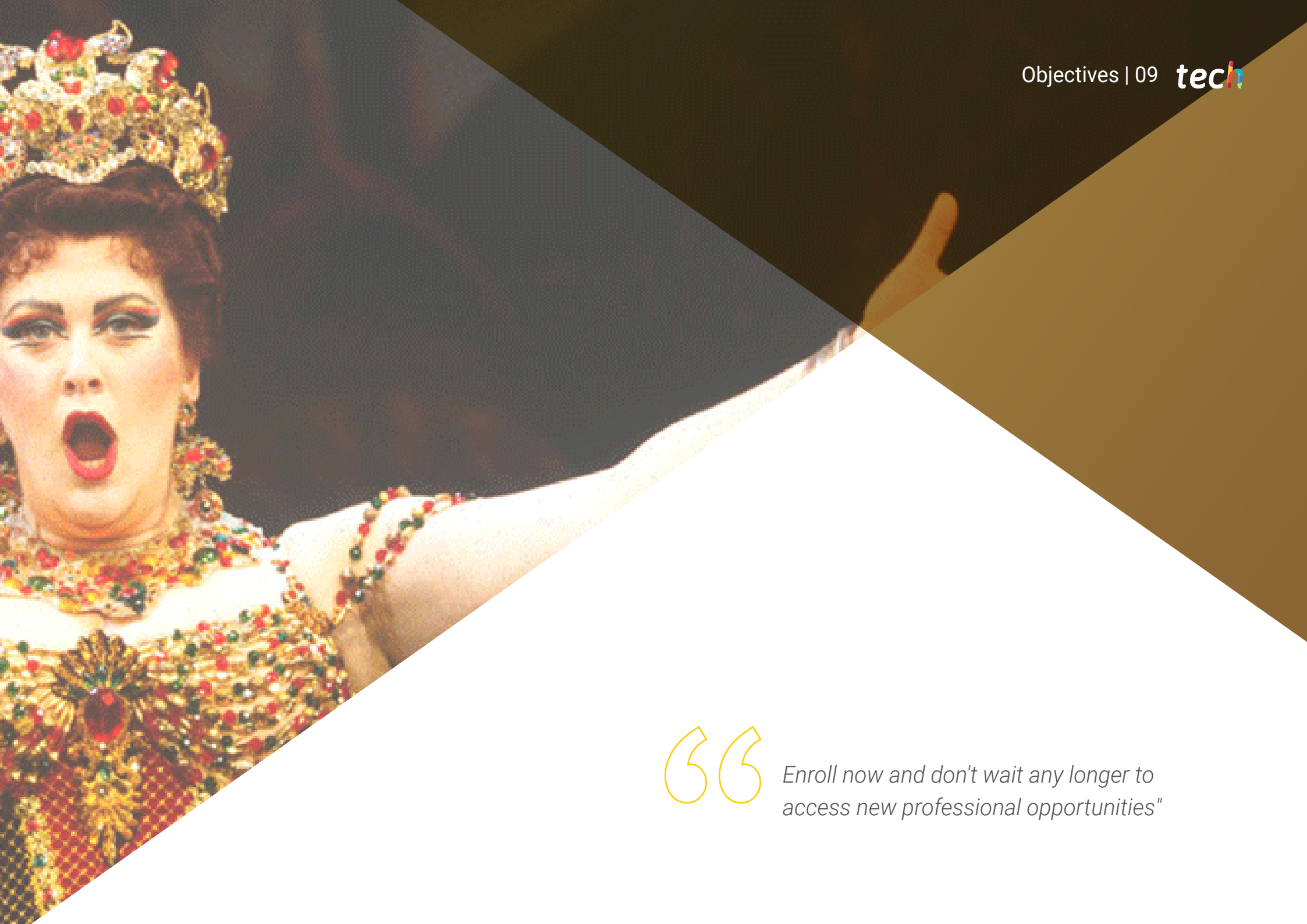
# 02

# Objectives

This Postgraduate Diploma aims to help students explore new professional perspectives. Thus, they will be invited to carry out an exhaustive analysis of the history of music and cinema in order to understand the importance of their profession in today's world. Therefore, they will not be obliged to follow a path of academic research only, but will be able to work as experts in television and film media and, why not, as collaborators in musical productions.







“

*Enroll now and don't wait any longer to access new professional opportunities"*



## General Objectives

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- ♦ Know the history of the audiovisual media
- ♦ Develop critical thinking with respect to historical events and current reality in relation to audiovisual heritage
- ♦ Know the artistic and formal differences of audiovisual movements over time
- ♦ Master the history of cinema, music and photography
- ♦ Understand the importance of audiovisual heritage in today's world

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*Turn your historical knowledge into music and film to participate in large audiovisual projects”*





## Specific Objectives

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### Module 1. Music History I

- ♦ Understand the origins of the music we know
- ♦ Be aware of the strong connection between music and the church since its beginnings
- ♦ Distinguish the characteristics of each musical stage in history and art history
- ♦ Know the instruments that were used in each musical stage

### Module 2. Music History II

- ♦ Delve into the musical styles of the contemporary period, getting to know their outstanding authors
- ♦ Learn the most important pieces by contemporary composers
- ♦ Study the great musicians in the history of music following the chronological line

### Module 3. Film History

- ♦ Identify and appropriately use sources of any kind that are significant to the study of information and communication
- ♦ Identify the main artistic movements and aesthetic trends related to contemporary art
- ♦ Critically analyze cinematographic contributions and their relationship with the socio-political framework
- ♦ Manage communication between companies and their stakeholders, especially the media
- ♦ Master the techniques of informative photography and its photo editing programs
- ♦ Know the ins and outs of Film History

# 03

## Structure and Content

The syllabus designed for this Postgraduate Diploma is made up of three modules that are taught online, allowing students to continue their daily activities and plan their learning. It will also have a high level teaching staff, which will be responsible for teaching each class from their experience and empirical knowledge of the profession. In addition to all this, there is the advantage of obtaining a direct degree, in which no final work must be done to become an expert in the subject.



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*All content has been designed to enable your professional growth. Register now and don't miss this opportunity"*

## Module 1. Music History I

- 1.1. Ancient Music
  - 1.1.1. Prehistory, Mesopotamia and Egypt
  - 1.1.2. Greece
  - 1.1.3. Etruria and Rome
  - 1.1.4. Jewish Music
- 1.2. Music in the Middle Ages I
  - 1.2.1. The Christian Church in the First Millennium
  - 1.2.2. Byzantine Chant and Gregorian Chant
  - 1.2.3. The Development of Notation, Music Theory and Practice
- 1.3. Music in the Middle Ages II
  - 1.3.1. The Liturgy and Plainchant
  - 1.3.2. Song and Dance Music
  - 1.3.3. Polyphony throughout the 13th Century
  - 1.3.4. French and Italian Music in the 14th Century
- 1.4. Music in the Renaissance
  - 1.4.1. Introduction
  - 1.4.2. England and Burgundy in the 15th Century
  - 1.4.3. Franco-Flemish Composer: Jean de Ockeghem and Antoine Busnois
  - 1.4.4. Franco-Flemish Composer: Jacob Obrecht, Henricus Isaac and Josquin des Prez
- 1.5. Sacred Music during the Reformation
  - 1.5.1. Key Figures
    - 1.5.1.1. Martin Luther
    - 1.5.1.2. John Calvin and Calvinism
  - 1.5.2. Sacred Music in England
  - 1.5.3. The Council of Trent
  - 1.5.4. Spain and the New World
- 1.6. The Madrigal and the Profane Song of the 16th Century
  - 1.6.1. Introduction
  - 1.6.2. Madrigal Composers
  - 1.6.3. France, Germany and England

- 1.7. The Appearance of Instrumental Music
  - 1.7.1. Introduction and Instruments
  - 1.7.2. Types of Instrumental Music
  - 1.7.3. Music in Venice
- 1.8. Music in the Baroque
  - 1.8.1. The New Styles of the 17th Century
  - 1.8.2. Characteristics of Baroque Music
  - 1.8.3. Claudio Monteverdi
- 1.9. The Invention of Opera
  - 1.9.1. Introduction and First Operas
  - 1.9.2. Later Dramatic Works Florence, Rome and Venice
  - 1.9.3. Italian Opera Abroad and Mid Century Opera
- 1.10. Chamber Music and Sacred Music during the First Half of the Seventeenth Century
  - 1.10.1. Vocal Chamber Music in Italy Also Outside of Italy
  - 1.10.2. Catholic Sacred Music and Baroque Vocal Forms
  - 1.10.3. Heinrich Schütz
  - 1.10.4. Baroque Instrumental Music and the Concert

## Module 2. Music History II

- 2.1. Music after Baroque and Viennese Classicism
  - 2.1.1. Introduction
  - 2.1.2. New Aesthetic Principles and Pre-classical Styles
  - 2.1.3. Opera and Its Typologies
  - 2.1.4. Viennese Classicism
  - 2.1.5. Joseph Haydn
  - 2.1.6. Mozart
  - 2.1.7. Beethoven's Era
- 2.2. From Classicism to Romanticism
  - 2.2.1. Introduction
  - 2.2.2. Transition Authors
  - 2.2.3. Opera with Giacomo Meyerbeer
  - 2.2.4. Italian Opera with Gioachino Rossini

- 2.3. Romanticism and Vocal Music
  - 2.3.1. Romantic Style
  - 2.3.2. General Features
  - 2.3.3. Schumann, Mendelssohn, Brahms and Chaikovski
- 2.4. Instrumental Music in Romanticism
  - 2.4.1. Music for Piano
    - 2.4.1.1. Introduction
    - 2.4.1.2. The German Romantic Piano: Schumann, Mendelssohn and Brahms
    - 2.4.1.3. The Non-German Romantic piano: Chopin, Liszt and Chaikovski
  - 2.4.2. Chamber Music
    - 2.4.2.1. Introduction
    - 2.4.2.2. Schumann, Mendelssohn, Brahms, Franck and Dvořák
  - 2.4.3. Orchestra Music
  - 2.4.4. Programmatic Music
    - 2.4.4.1. Introduction
    - 2.4.4.2. Berlioz and Liszt
  - 2.4.5. The Symphony
    - 2.4.5.1. Introduction
    - 2.4.5.2. German Authors: Schumann, Mendelssohn and Brahms
    - 2.4.5.3. Non-german authors: Bruckner, Chaikovski, Dvořák and Franck
  - 2.4.6. Other Uses of Orchestral Music
    - 2.4.6.1. Ballet
    - 2.4.6.2. Incidental Music
- 2.5. Evolution of Opera during Romanticism
  - 2.5.1. The Musicians of the First Romantic Generation
    - 2.5.1.1. Berlioz, Bizet, Delibes and Gounod
  - 2.5.2. Richard Wagner
  - 2.5.3. Giuseppe Verdi
- 2.6. Musical Nationalism and Post-romanticism
  - 2.6.1. Introduction
  - 2.6.2. Spanish Nationalism
  - 2.6.3. Introduction to Post-romanticism
  - 2.6.4. Gustav Mahler
  - 2.6.5. Richard Strauss
  - 2.6.6. Hugo Wolf
  - 2.6.7. Characteristics of Music in the First Half of the 20th Century
- 2.7. France and Impressionism
  - 2.7.1. Introduction
  - 2.7.2. The French School
  - 2.7.3. Claude Debussy
  - 2.7.4. Maurice Ravel
  - 2.7.5. Erik Satie
- 2.8. Neoclassicism
  - 2.8.1. Introduction
  - 2.8.2. Ígor Stravinski
  - 2.8.3. French Neoclassicism
  - 2.8.4. German Neoclassicism
- 2.9. Musical Expressionism National Schools Contemporary to Neoclassicism and Dodecaphonism
  - 2.9.1. Dodecaphonism
    - 2.9.1.1. Introduction
    - 2.9.1.2. Arnold Schönberg
  - 2.9.2. The Second Vienna School
  - 2.9.3. In Spain, Manuel de Falla
  - 2.9.4. The Soviet National School
    - 2.9.4.1. Introduction
    - 2.9.4.2. Dmitri Shostakóvich and Serguéi Prokófiev
  - 2.9.5. The Hungarian National School and Béla Bartók



- 2.10. The Avant Garde after World War II
  - 2.10.1. Introduction
  - 2.10.2. The Polish Society with Witold Lutosławski and Krzysztof Penderecki
  - 2.10.3. The Hungarian School
  - 2.10.4. Minimalism and Postmodernism

### Module 3. Film History

- 3.1. The Origins of Film First Cinematographic Movements
  - 3.1.1. The Group of Pioneers
  - 3.1.2. Georges Mélié's Films
  - 3.1.3. The Brighton School
  - 3.1.4. Fil d'Art
  - 3.1.5. Kolossal Movement
- 3.2. The Articulation of the Cinematographic Language The Splendor of Silent Film
  - 3.2.1. Towards a Cinematographic Language: David W. Griffith
  - 3.2.2. German Expressionist Films
  - 3.2.3. Revolutionary Soviet Films
- 3.3. Classic Hollywood Film I
  - 3.3.1. The Study System
  - 3.3.2. Hollywood Stars
  - 3.3.3. Hollywood: Genre Factory
  - 3.3.4. The Theory of Film Genres
- 3.4. Classic Hollywood Film II
  - 3.4.1. The Genres in Classic American Cinema: Drama, Comedy, Film Noir
- 3.5. Classic Hollywood Film III
  - 3.5.1. Genres in Classic American Film: Thrillers, Westerns, War films, Musicals, etc
  - 3.5.2. The Evolution of the Genres





- 3.6. European Film after World War II
  - 3.6.1. The Crisis of the Classical Model: Historical Context Neorealism
  - 3.6.2. The New Film: New Wave
  - 3.6.3. The New Cinemas: The Free Cinema
- 3.7. Classical and Modern Vanguards
  - 3.7.1. Experimental Film
  - 3.7.2. Expressionism, Dadaism, Surrealism
  - 3.7.3. Study Cases
- 3.8. The Survival and Decline of the Classics The New Hollywood
  - 3.8.1. European Contributions to American Film
  - 3.8.2. Authors and Films
- 3.9. Other Film of the Contemporary Era
  - 3.9.1. British Social Film
  - 3.9.2. Dogma Movement
  - 3.9.3. Auteur Films
- 3.10. Technology and Aesthetics: Film in the Audiovisual Age
  - 3.10.1. The Advent of Digital Film
  - 3.10.2. Case Studies

“*The great composers of the contemporary era created the basis for modern music. Learn from them thanks to this Postgraduate Diploma*”

04

# Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





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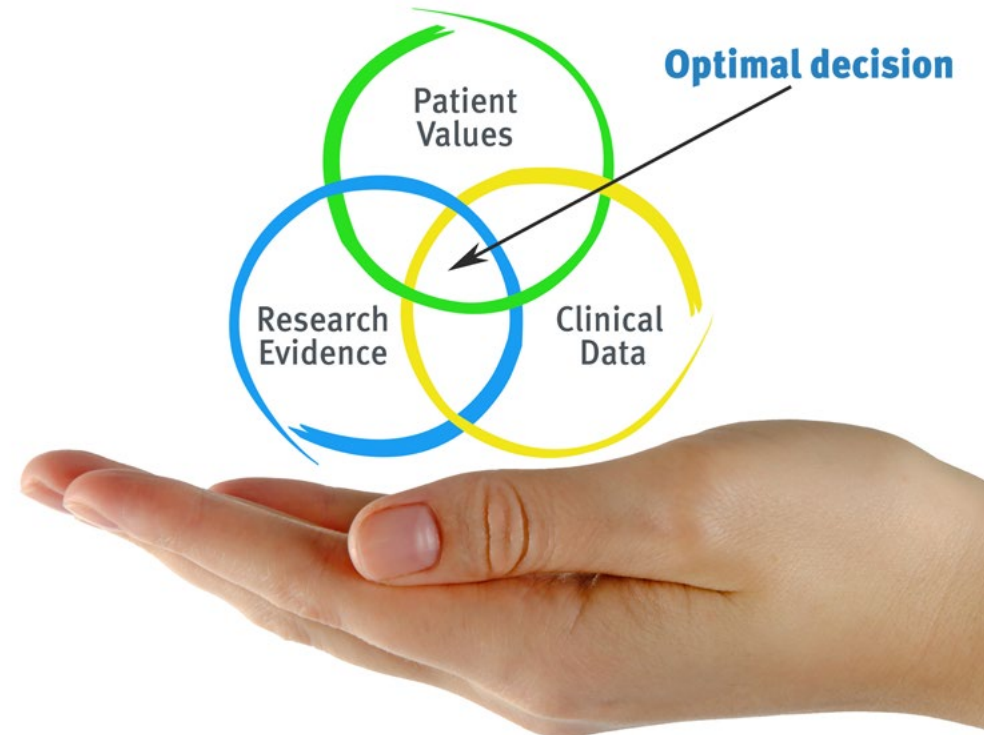
*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

### Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.



*At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"*



*You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.*



### A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career*”

*The student will learn to solve complex situations in real business environments through collaborative activities and real cases.*

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.



## Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

*In 2019, we obtained the best learning results of all online universities in the world.*

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.





In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



#### Practising Skills and Abilities

They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





#### Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



#### Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.





# 05 Certificate

The Postgraduate Diploma in Audiovisual Art History guarantees, in addition to the most rigorous and up to date training, access to a Postgraduate Diploma qualification issued by TECH Technological University.





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*Successfully complete this training program and receive your certificate without travel or laborious paperwork”*

The **Postgraduate Diploma in Audiovisual Art History** contains the most complete and up to date program on the market.

After the student has passed the assessments, they will receive their corresponding Postgraduate Diploma issued by **TECH Technological University** via tracked delivery\*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional from career evaluation committees.

**Title: Postgraduate Diploma in Audiovisual Art History**

**Official N° of hours: 450 h.**



\*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present quality  
development language  
classroom



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