COURSE OUTLINE OF RECORD

Number: MUS G261  
TITLE: Wind Symphony

ORIGINATOR: Collette Hausey  
EFF TERM: Fall 2013

FORMERLY KNOWN AS:

DATE OF OUTLINE/REVIEW: 04-16-2013

CROSS LISTED COURSE:

TOP NO: 1004.00
CID: MUS 180

SEMESTER UNITS: 2.0

HRS LEC: 36.0  
HRS LAB: 36.0  
HRS OTHER: 0.0

CONTACT HRS TOTAL: 72.0

STUDY NON-CONTACT HRS RECOMMENDED: 72.0

CATALOG DESCRIPTION:

This is an advanced performance ensemble course encompassing the exploration and public performance of wind ensemble literature, correct solo and ensemble performance practices, and the development of the highest level of musical sophistication. Students are expected to perform at a superior level of musicality, as well as develop advanced skills in score reading, section rehearsal techniques, and concert preparation. This course fulfills the large ensemble requirement for the CSU Music Performance majors.

JUSTIFICATION FOR COURSE:

PREREQUISITES:
- Placement in Wind Ensemble requires a successful audition on a wind or percussion instrument and consent of the instructor.

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:
- Music

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [ ] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[ ]

BASIC SKILLS STATUS: Yes [ ] No [X]  
LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [ ] Yes [X] NUMBER REPEATS: 3

REQUIRED FOR DEGREE OR CERTIFICATE:
- Music AA-T
- Music(Associate in Arts for Transfer)

GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:
Employ standard practices for rehearsal and performance etiquette utilized in a wind ensemble.

2. Gain leadership and management skills in the context of an advanced musical ensemble.
3. Perform wind ensemble literature with musical accuracy and precision, utilizing correct interpretation of written musical notation.

COURSE OBJECTIVES:
1. Perform standard wind ensemble literature at an advanced level on the student's individual instrument.
2. Demonstrate advanced musicianship and performance skills on a consistent basis.
3. Increase knowledge and understanding of standard wind ensemble literature.
4. Understand and interpret the basic elements of a musical score for a wind ensemble musical work.
5. Analyze and describe the basic elements of a musical composition and/or arrangement.

COURSE CONTENT:

LECTURE CONTENT:

A. Interpretation of Performance Repertoire
   1. Rhythm
      a. Precise reading and interpretation of advanced and complex rhythms.
      b. Performance of advanced and complex rhythms accurately as an instrumental section.
      c. Performance of advanced and complex rhythms accurately as an instrumental ensemble.
      d. Following the conductor for pulse, meter, and rhythmic interpretation in context of the ensemble.
   2. Intonation
      a. Correct reading and interpretation of pitches utilizing correct characteristic tone for the instrument.
      b. Matching of intonation and tone quality within a section of the ensemble at a very high level of achievement.
      c. Matching of intonation within the ensemble as a whole at a very high level of achievement.
   3. Articulation
      a. Correction reading, interpretation, and performance of articulation markings utilizing correct advanced performance technique.
      b. Matching articulation style within the context of the section.
      c. Matching articulation style within the context of the ensemble.
   4. Expression
      a. Correct interpretation and performance of expression markings on the printed music with advanced musicianship.
      b. Correct interpretation and performance of musical nuance and emotional expression through interaction with the conductor.
      c. Following the conductor's musical interpretation of the literature in the context of the section and ensemble.

B. Ensemble Performance Skills
   2. Correct performance practices for standard wind ensemble repertory.
   3. Correct performance practices of solos within the context of wind ensemble literature.
   4. Correct utilization of advanced listening and performance skills to achieve proper section and ensemble blend and balance, including modulation of volume, tone, and pitch.
   5. Demonstration of musical preparedness for rehearsal and performances.
6. Demonstration of professionalism as a musician with rehearsal and performance attendance, promptness, deportment, and participation.

LABORATORY CONTENT:

A. Play in time with the section and ensemble as directed by the conductor.
B. Play the correct pitches as indicated on the musical part with correct tone and accurate intonation.
C. Play with the articulation, dynamics, phrasing, and expression as directed by the conductor.
D. Play appropriately to the balance and blend of the section and ensemble.
E. Play with stylistic appropriateness to the period/style of the composition being rehearsed or performed.
F. Play at a skill level appropriate to the literature performed in the ensemble.
G. Perform solos correctly as assigned and applicable to the literature.
H. Memorize performance repertoire as needed and directed.
I. Adhere to professional level rehearsal and performance standards of conduct.

METHODS OF INSTRUCTION:

A. Lecture:
B. Lab:

INSTRUCTIONAL TECHNIQUES:

Lecture and interactive performance activities. Guided musical rehearsal as determined by the instructor.

COURSE ASSIGNMENTS:

Reading Assignments

Sight-reading of new literature being considered for use in public performance.

Out-of-class Assignments

Independent practice of individual assigned parts for the ensemble's performance literature.

Writing Assignments

Create a written practice plan for the members of the student's instrumental section within the ensemble. The written plan would encompass a minimum of three weeks, and include suggestions for development of fundamental skills and individual improvement of the ensemble's performance literature.

METHODS OF STUDENT EVALUATION:

Final Exam
Problem Solving Exercises
Skills Demonstration

Demonstration of Critical Thinking:

Planning and executing a successful section rehearsal on a specifically assigned passage of Wind Ensemble literature. This section rehearsal would include planning and executing rehearsal time management, individual/group peer-to-peer instruction, musical critique, and implementation of basic pedagogical methods for the student's instrument.

Required Writing, Problem Solving, Skills Demonstration:

Researching and implementing correct performance practices of the ensemble's musical literature, both for ensemble and solo passages.

TEXTS, READINGS, AND RESOURCES:

Other:
1. Music literature selections will change each semester, and are determined by the instrumentation of
the ensemble. Advanced wind ensemble literature from the Baroque through contemporary periods
will be utilized to develop student's musical and ensemble skills.

LIBRARY:

Adequate library resources include: Non-Print Materials
Online Materials
Services

Comments:

Many of the print library resources will be facilitated through the Instrumental Music Library, where the
collection of Wind Ensemble literature in housed at the GWC campus.

Attachments:

Attached Files