ORIGINATOR: Collette Hausey

FORMERLY KNOWN AS:

CROSS LISTED COURSE:

SEMESTER UNITS: 1.0
HRS LEC: 18.0 HRS LAB: 36.0 HRS OTHER: 0.0
CONTACT HRS TOTAL: 54.0
STUDY NON-CONTACT HRS RECOMMENDED: 36.0

CATALOG DESCRIPTION:
This is a performance ensemble course emphasizing contemporary and standard wind band repertoire and performance practice. Skill sets covered include individual instrumental technique, sight reading, active listening, live performance practices, and ensemble concert preparation. Live concert performance with the ensemble is included as part of this course. This course fulfills the large ensemble requirement for the CSU Music Education majors. C-ID MUS 180

JUSTIFICATION FOR COURSE:

PREREQUISITES:
- Membership in Wind Symphony is determined by audition.

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: No [ ] Yes [X]
Music AA-T
Music(Associate in Arts for Transfer)

GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:
1. Perform wind symphony literature with musical accuracy and precision, utilizing correct interpretation of written musical notation.

2. Develop higher-level musical skills in the areas of sight-reading, ensemble listening, performance practice, and individualized practice.

3. Utilize standard accepted practices for rehearsal and performance etiquette utilized in a wind symphony setting.


COURSE OBJECTIVES:

1. Demonstrate a collegiate level of technical proficiency on a chosen instrument.
2. Demonstrate consistent musical listening skills within the ensemble.
3. Approach the exploration and performance of various musical styles with facility.
4. Utilize and apply written and aural principles of basic music theory as it relates to ensemble performance.
5. Correctly perform a variety of musical styles for diverse audiences.
6. Work in cooperation with other students to achieve a common musical goal.

COURSE CONTENT:

LECTURE CONTENT:

A. Musical Interpretation of Wind Symphony Literature
   1. Intonation
      a. Correct reading and interpretation of written pitches utilizing correct characteristic tone for the instrument.
      b. Matching of intonation and tone quality within a section of the ensemble.
      c. Matching of intonation within the ensemble as a whole.
   2. Rhythm
      a. Precise reading and interpretation of rhythms and meters in printed music.
      b. Accurate performance of rhythms and meters as an instrumental section.
      c. Accurate performance of rhythms and meters as an instrumental ensemble.
      d. Following the conductor for pulse, meter, and rhythmic interpretation in context of the ensemble.
   3. Articulation
      b. Matching articulation style within the context of the section.
      c. Matching articulation style within the context of the ensemble.
   4. Expression
      b. Correct musical interpretation and performance of 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. Demonstration of professionalism as a musician with rehearsal and performance attendance promptness, deportment, and participation.
   3. Demonstration of musical preparedness for rehearsal and performances.
   5. Correct performance practices of solo passages within the context of wind symphony literature.
6. Correct utilization of listening and performance skills to achieve proper section and ensemble blend and balance, including modulation of volume, tone, and pitch.

LABORATORY CONTENT:

1. Play in time with the section and ensemble as directed by the conductor.
2. Play the correct pitches as indicated on the musical part with correct tone and accurate intonation.
3. Play with the articulation, dynamics, phrasing, and expression as directed by the conductor.
4. Play appropriately to the balance and blend of the section and ensemble.
5. Play with stylistic appropriateness to the period/style of the composition being rehearsed or performed.
6. Play at a skill level appropriate to the literature performed in the ensemble.
7. Perform solos correctly as assigned and applicable to the literature.
8. Memorize performance repertoire as needed and directed.
9. 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
Research the background information of musical selection being performed in the ensemble.

Out-of-class Assignments
Independent practice of assigned musical passages to attain a higher level of performance competence.

Writing Assignments
Write a short paragraph about what was found in the research about the background information of a musical selection being performed.

METHODS OF STUDENT EVALUATION:

Final Exam
Problem Solving Exercises
Skills Demonstration

Demonstration of Critical Thinking:
Planning and executing a successful individual musical practice session covering the music being rehearsed in wind symphony. This practice session would include improvement of individual execution performing specific musical passages, developing skills in tone production, intonation, and articulation as it relates to the individual instrument, and developing greater understanding of the specific musical literature.
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. Standard wind symphony 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:

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

Attachments:

Attached Files