This course is a continuation of the skills introduced in Wind Band Skills 1 for those students having minimal collegiate band experience who wish to develop their skills further.

Development of fundamental wind band skills previously introduced will be explored in more depth, with emphasis on proper group rehearsal and individual practice techniques. Development of section rehearsal skills will also be emphasized, encouraging students to develop leadership roles within the group.

Students must have a minimum individual performance skill level in order to take this course, as this is an ensemble-based course dependent on student to student interaction.

**PREREQUISITES:**
- MUS G127: Wind Band Skills 1 with a minimum grade of C or better Audition required

**CREDITS/UNITS:**
- Semester Units: 1.0
- HRS LEC: 6.0
- HRS LAB: 36.0
- HRS OTHER: 0.0
- CONTACT HRS TOTAL: 42.0
- STUDY NON-CONTACT HRS RECOMMENDED: 12.0

**CATALOG DESCRIPTION:**

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**JUSTIFICATION FOR COURSE:**
COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Successfully perform standard wind band literature with musicality, accuracy, and technical precision.
2. Gain a broader knowledge and appreciation for wind band literature, composers, and orchestral transcription.
3. Develop a collegiate level of musical skills including ensemble performance, active and reactive listening, and accurate period performance practices.
4. Successfully interpret collegiate level musical notation found in standard wind band literature.

COURSE OBJECTIVES:

1. Demonstrate a beginning level of technical and musical proficiency on their specific instrument.
2. Demonstrate and utilize beginning level ensemble listening skills to better perform on their individual instrument within the context of the ensemble.
3. Perform a variety of musical styles and genres on their individual instrument with a beginning collegiate level facility.
4. Effectively utilize live performance techniques with beginning collegiate facility to present live music to diverse audiences.
5. Effectively communicate with other students in their instrumental section to create strong teamwork working to achieve common performance goals.

COURSE CONTENT:

LECTURE CONTENT:

A. Beginning Musical Performance of Wind Band Literature
   1. Beginning Collegiate Musical Intonation
      a. Creating consistent characteristic tone production and intonation on the student's individual instrument.
      b. Consistently matching tone, pitch, and intonation within the specific section of the wind band.
      c. Consistently matching tone, pitch, and intonation within the wind band ensemble as a whole.
   2. Beginning Collegiate Rhythmic and Metric Skills
      a. Consistent reading interpretation of rhythmic and metric musical notation at a beginning collegiate level.
      b. Consistent accurate performance of specific rhythms and meters within a specific section of the wind band.
      c. Consistent accurate performance of specific rhythms and meters within the ensemble as a whole.
      d. Accurately interpreting the conductor's gestures for correct performance of meter and pulse for accurate rhythmic precision within the group.
   3. Beginning Collegiate Articulation Skills
      b. Accurately matching and performing articulation style with other instrumentalists within the individual section.
      c. Accurately matching and performing articulation style with other instrumentalists within the ensemble as a whole.
   4. Beginning Collegiate Musical Expression
      a. Correct visual interpretation of musical notation and musical performance of expression markings on printed music.
b. Correct musical interpretation and performance of emotional expression through interaction with the conductor.
c. Accurately interpreting the conductor's gestures to perform the correct musical interpretation provided by the conductor.

B. Beginning Collegiate Ensemble Performance Skills
1. Consistent implementation of wind band rehearsal and performance practices.
2. Consistent utilization of listening and interpretation skills to be able to achieve strong ensemble sound and blend.
4. Consistent individual preparedness for rehearsals and performances, including rehearsal etiquette and efficiency.
5. Consistently and accurately performing solos and solos with correct style and musicality.

LABORATORY CONTENT:

A. Beginning Collegiate Practical Performance Skills
1. Maintaining beginning collegiate level rehearsal and performance standards of conduct.
2. Performing assigned solos and solos with correct musical interpretation.
3. Performing at a skill level consistent with beginning collegiate level wind band literature and performance.
4. Utilizing correct period performance practices for the individual piece being rehearsed and/or performed.
5. Perform the individual assigned part within the section and the ensemble as directed by the conductor.
6. Accurately interpret the printed music with characteristic tone quality and accurate rhythms and meters.
7. Accurately interpret the printed music to correctly perform articulation, phrasing, and expression as instructed by the conductor.
8. Consistently utilizing listening to enable proper balance and blend of the individuals within the ensemble.
9. Utilize memory to facilitate challenging passages and technical difficulties.

METHODS OF INSTRUCTION:

A. Lecture:
B. Lab:

INSTRUCTIONAL TECHNIQUES:

Guided musical rehearsal with the conductor; lecture and interactive musical and performance activities.

COURSE ASSIGNMENTS:

Reading Assignments
Research the historical relevance and significance of specific wind band literature being rehearsed and performed in the ensemble.

Out-of-class Assignments
Individual preparation of assigned musical parts and passages to improve individual performance skills within the ensemble as a whole.

Writing Assignments
Students re-write musical passages using basic notation skills in order to possibly simplify elements beyond their individual skill level, as well as clarify small print notation.

METHODS OF STUDENT EVALUATION:

Final Exam
Problem Solving Exercises
Skills Demonstration
Demonstration of Critical Thinking:
Successfully preparing, planning, and executing an individual practice session with assigned individual musical parts. Students would seek to achieve a specific musical goal within this session, and focusing the critical thought on problem solving to achieve this goal.

Required Writing, Problem Solving, Skills Demonstration:
Implementing accurate performances for wind band musical literature, both for solo passages and ensemble literature.

TEXTS, READINGS, AND RESOURCES:

LIBRARY:

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

Comments:
Most of the print library resources are facilitated through the Instrumental Music Library on the GWC campus.

Attachments:
Attached Files