



## COURSE OUTLINE

**MUS182,183,282,282**

Course Number

**Orchestra I,II,III,IV**

Course Title

**1**

Credits

**1 lecture/2 studio**

Hours:  
lecture/Lab/Other

**Previous orchestral instrument experience**

Co- or Pre-requisite

**Fall 19**  
Implementation  
sem/year

### **Catalog description:**

Provides an opportunity to explore, through rehearsal and performance, orchestral repertoire from a variety of historical periods. The student is trained in proper phrasing, articulation, and dynamics, as well as learning how to play within a large group. Course culminates in a final public concert performance.

### **Is course New, Revised, or Modified?**

### **Required texts/other materials:**

Music ordered by instructor for each semester.

**Revision date:** Fall 2019

**Course coordinator:** Scott Hornick, Assistant Professor of Music,  
609-570-3716, hornicks@mccc.edu

**Information resources:** Scores and music will be ordered by the instructor. Audio/Video recordings of certain pieces will be played as examples for students to hear.

**Other learning resources:** Students will need to rehearse alone and in group settings in practice rooms at scheduled times.

## **Course Competencies/Goals:**

### ***The student will be able to:***

1. Read, analyze, and differentiate orchestral music from different musical periods (Baroque, Romantic, Classical, and Modern). (GE 6, Core B)
2. Demonstrate proper use of articulations, intonation, phrasing, rhythm reading, and interpretation specific to each piece. (GE 2, 6 Core B, F)
3. Perform orchestral music at a concert ready level; understand sectional playing, and full ensemble performance. (Core B, F)
4. Acquire an understanding of the principles of conducting, and rehearsal techniques. (GE 6, Core B, D, F)
5. Develop and utilize the skills necessary to perform with the orchestra in public settings. (GE 6, Core B, F)

## **Course-specific General Education Knowledge Goals and Core Skills**

### **MCCC Core Skills**

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

## **Units of study in detail.**

### **Unit I**

#### **Part Reading/Preparation**

The student will be able to:

1. Develop effective reading techniques and learn how to properly follow printed music (Dynamics, Endings, Codas, etc.) (CG 1,2,5)
2. Discuss individual section parts and how they work within the context of the piece, exploring the importance of each sections music and how it relates to the whole of the piece. (CG 1,4)
3. Demonstrate their reading ability/preparation by utilizing video recordings of their performance for critique.

### **Unit II**

#### **Practice Methods**

The student will be able to:

1. Utilize effective practice techniques specific to their instrument and part (bowings, rhythms, articulations, fingerings/embouchure. (CG 2,3,5)
2. Identify performance issues they are facing through evaluations of their performance by instructor. (CG 2,4,5)
3. Create a practice routine that addresses issues specific to each student and how to remedy the problems. (CG 2,3,5)

### **Unit III**

#### **Listening**

The student will be able to:

1. Recognize tuning issues both with their own instrument and within the ensemble as a whole. (CG 1,3,5)
2. Differentiate the different sections of the orchestras by sound and recognize each sections role in each piece of music. (CG 1,4,5)
3. Evaluate form as it applies to the different pieces of music they perform: concertos, symphonies, tone poems, sonatas, etc. (CG 1,5)

#### **Unit IV Rehearsal Techniques and Performance**

The student will be able to:

1. Understand the role of the conductor and how to follow the signals for: tempo, ritardandos, accelerandos, dynamics, expressiveness, and other musical cues. (CG 2,3,4,5)
2. Prepare their individual parts for performing within their section and with the ensemble. (CG 2,3,5)

#### **Unit V Performance**

The student will be able to:

1. Successfully employ the skills they have acquired and practiced in a live public concert setting. (CG 2,3,5)
2. Utilize evaluations by conductor and assess how to best prepare for the next concert. (CG 2,3,5)

#### **Evaluation of student learning:**

Achievement of the course objectives will be evaluated by the following tools:

- Assignments to be done at home and uploaded for review by instructor. (CG 2,3,5)
- Performance evaluations during each rehearsal. (CG 2,3,4,5)
- Oral quizzes on form, articulation, dynamics, structure, harmony of pieces being performed. (CG 1,2,3,4,5)
- Attendance and participation in rehearsals. (CG 3,4,5).
- Final public concert acts as a final exam for the course. (CG 2,3,4,5)

<b>Evaluation Tools</b>	<b>% of Grade</b>
Assigned home practicing	15%
Rehearsal Evaluations	15%
Oral quizzes on form, performance issues	15%
Attendance	10%
Ensemble participation	20%
Final Performance/Exam	25%
Total	100%

**Academic Integrity Statement:** [Include a statement affirming the college's Academic Integrity policy and any specific implications for the course. See <http://mlink.mccc.edu/omb/OMB210.pdf>]

#### **Academic Integrity Policy**

As stated in the student handbook, "A student will be guilty of violating academic integrity if he/she (a) knowingly represents the work of others as his/her own, (b) uses or obtains unauthorized assistance in the execution of academic work, or (c) gives fraudulent assistance to another student." Students should read the Academic Integrity policy in the MCCC Rights and Responsibilities Handbook.

**Academic Dishonesty will result in failure of this course.**