

Syllabus for
MUS 302—Orchestration
2 Credit Hours
Fall 2017

I. COURSE DESCRIPTION

Examines the range and characteristics of orchestral instruments; scoring for strings, winds, and full orchestra.

Prerequisites: MUS 101, 102, 201, and 202.

II. COURSE GOALS

The course is designed to enable the student to do the following:

- A. Gain the knowledge and skills basic to the art of orchestration.
- B. Learn the principles involved in combining and balancing instruments.
- C. Understand the art of orchestration, through the analysis of master works, and by scoring for various combinations of instruments and full orchestra excerpts originally conceived for other performing media, such as piano, organ, and chorus.
- D. Obtain the basic foundation for further study in this and related fields.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Unit Objectives

A. The Strings

As a result of successfully completing this unit, the student will be able to demonstrate the following:

- 1. Give the English, Italian, German and French names of the instruments studied in this unit.
- 2. List and describe the technical terms used in connection with the playing of the Violin, the Viola, the Cello and the Bass and writing for them.
- 3. List and describe the ranges of String instruments, their notation (including clefs), their techniques, their characteristics, their strong points, as well as their limitations.
- 4. State the principles of combining and balancing String instruments.
- 5. Score for the String section.

B. The Woodwinds

As a result of successfully completing this unit, the student will be able to do the following:

- 1. Give the English, Italian, German and French names of the instruments studied in this unit.
- 2. List and describe the technical terms used in connection with the playing of the Piccolo, the Flute, the Oboe, the English Horn, the Clarinet, and the Bassoon, and the writing for them.
- 3. List and describe the ranges of Woodwind instruments, their notation (including clefs and transpositions), their techniques, their characteristics, their strong

- points, as well as their limitations.
 4. State the principles of combining and balancing Woodwind instruments.
 5. Score for the Woodwind section.
- C. The Brass
- As a result of successfully completing this unit, the student will be able to do the following:
1. Give the English, Italian, German and French names of the instruments studied in this unit.
 2. List and describe the technical terms used in connection with the playing of the Horn, the Trumpet, the Tenor Trombone, the Tuba, and the writing for them.
 3. List and describe the ranges of Brass instruments, their notation (including clefs and transpositions), their techniques, their characteristics, their strong points, as well as their limitations.
 4. State the principles of combining and balancing Brass instruments.
 5. Score for the Brass section.
- D. The Percussion
- As a result of successfully completing this unit, the student will be able to:
1. Give the English, Italian, German and French names of the instruments studied in this unit.
 2. List and describe the ranges of the Timpani, the Bass Drum, the Snare Drum, the Triangle and other Percussion instruments of both definite and indefinite pitch, their notation, their techniques, their characteristics, their strong points, as well as their limitations.
 3. Write parts for the Percussion section.
- E. The Harp and the Celeste
- As a result of successfully completing this unit, the student will be able to demonstrate the following:
1. Give the English, Italian, German and French names of the instruments studied in this unit.
 2. List and describe the technical terms used in connection with the playing of the Harp and the Celeste and the writing for them.
 3. List and describe the ranges of the Harp and the Celeste, their techniques, their characteristics, their strong points, as well as their limitations.
 4. State the principles of combining and balancing the Harp and the Celeste with other instruments.
 5. Write parts for the Harp and the Celeste.
- F. Scoring of Chords
1. The String Orchestra
 2. The Woodwind Section
 3. The Brass Section
 4. Various combinations of instruments
 5. The Full Orchestra
- G. Transcribing (Scoring) Piano, Organ, and Choral Music
- As a result of successfully completing this unit, the student will be able to transcribe piano, organ and choral music for the individual sections of the orchestra, various

combinations of them, and the full orchestra.

IV. TEXTBOOK AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Adler, Samuel. *The Study of Orchestration* New York: W.W. Norton and Company Second Edition, 1989. ISBN 0-393-97572-X

Adler, Samuel. *The Study of Orchestration-Workbook*, New York: W.W. Norton and Company Second Edition, 1989. ISBN 0-393-97700-5

2. Other

Manuscript music paper: 12 staves: score paper (16 or 24 staves); pens, pencil, eraser, rulers, a blank computer disk, etc.

B. Optional Materials

1. Textbooks

None

2. Other-access to a computer containing notation software highly recommended.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. Departmental Policies and Procedures – See Music Department Student Handbook.
- C. Course Policy and/or Procedures
1. Evaluation Procedures
 - a. The course encompasses two general divisions: the study of orchestral instruments, and the scoring for orchestra of music originally conceived for other media. Each of these divisions will represent 50% of the total grade. Grades will also reflect and will be modified by my evaluation of the degree of proficiency and skill evidenced by the individual students at the end of the course.
 2. Whole Person Assessment Requirements
There are no WPA requirements for this course.

COURSE CALENDAR

| | |
|--------------|--------------------|
| Introduction | Week 1 |
| Unit I | Week 2 to Week 4 |
| Unit II | Week 5 to Week 7 |
| Unit III | Week 8 and 9 |
| Unit IV | Week 10 |
| Unit V | Week 11 |
| Unit VI | Week 12 and 13 |
| Unit VII | Week 14 to Week 16 |

Course Inventory for ORU's Student Learning Outcomes

Orchestration MUS 302 Fall 2017

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

| OUTCOMES & Proficiencies/Capacities | | Significant Contribution | Moderate Contribution | Minimal Contribution | No Contribution |
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| 1 | Outcome #1 – Spiritually Alive Proficiencies/Capacities | | | | |
| 1A | Biblical knowledge | | X | | |
| 1B | Sensitivity to the Holy Spirit | | X | | |
| 1C | Evangelistic capability | | | X | |
| 1D | Ethical behavior | | X | | |

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| 2 | Outcome #2 – Intellectually Alert Proficiencies/Capacities | | | | |
| 2A | Critical thinking | X | | | |
| 2B | Information literacy | | X | | |
| 2C | Global & historical perspectives | | | | X |
| 2D | Aesthetic appreciation | X | | | |
| 2E | Intellectual creativity | X | | | |

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| 3 | Outcome #3 – Physically Disciplined Proficiencies/Capacities | | | | |
| 3A | Healthy lifestyle | | | | X |
| 3B | Physically disciplined lifestyle | | | | X |

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| 4 | Outcome #4 – Socially Adept Proficiencies/Capacities | | | | |
| 4A | Communication skills | X | | | |
| 4B | Interpersonal skills | | X | | |
| 4C | Appreciation of cultural & linguistic differences | | | | X |
| 4D | Responsible citizenship | | | | X |
| 4E | Leadership capacity | | | | X |