



**MERCER**  
COUNTY COMMUNITY COLLEGE

## COURSE OUTLINE

**Course Number**  
**MUS282**

**Course Title**  
**Orchestra III**

**Credits**  
**1**

**Hours:**  
**Lecture/Lab/Other**  
**1 lecture/2 studio**

**Co- or Pre-requisite**  
**MUS183**

**Implementation**  
**Semester & Year**  
**Spring 2022**

**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.

**General Education Category:**  
Not GenEd

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

**Required texts & Other materials:**

Music ordered by instructor for each semester.

**Course Student Learning Outcomes (SLO):**

***Upon successful completion of this course the student will be able to:***

1. Read and analyze orchestral music from different musical periods (Baroque, Romantic, Classical, and Modern). [Supports ILGs #6,11; PLO #1,2,6,8,9]
2. Annotate the proper use of articulations, phrasing, and rhythm reading specific to each piece. [Supports ILGs #2,6,11; PLO #1,2,3,8,9]
3. Perform orchestral music as a section leader at a concert ready level; understand sectional playing. [Supports ILG #11; PLO #1,2,3,8,9]
4. Develop the ancillary skills necessary to perform with the orchestra in public settings through multiple performance opportunities. [Supports ILG# 11; PLOs# 1, 2, 3, 8, 9]

**Course-specific Institutional Learning Goals (ILG):**

**Institutional Learning Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**Institutional Learning Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

## **Program Learning Outcomes for Music AS Program (PLO)**

1. Demonstrate a professional level of fluency in both the reading and writing of musical notation.
2. Demonstrate a working knowledge of the theoretical principles that underlie all the primary genres of music of Western culture, including scale and chord construction; the tonal system of keys and chord relationships; harmonic analysis; figured bass; the principles and procedures of four-part writing; and modulation.
3. Analyze excerpts of musical compositions, working from a printed score, on the levels of harmony, rhythm, melodic contour, phrase structure, and large-scale formal structure.
6. Identify and distinguish the major periods in the history of Western music from the Middle Ages into the 21st century and cite the primary composers whose works exemplify the stylistic trends of each period.
8. Cultivate and demonstrate a level of proficiency on a chosen primary instrument (or voice) suitable for transfer to a baccalaureate music program.
9. Apply his/her instrumental or vocal skill in the context of ensemble performance.

## **Units of study in detail – Unit Student Learning Outcomes:**

### **Unit I** [Part Reading/Preparation] [Supports Course SLOs #1,2,4]

#### **Learning Objectives**

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

- Develop effective reading techniques and learn how to properly follow printed music (Dynamics, Endings, Codas, etc.)
- 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.
- Demonstrate their reading ability/preparation by utilizing video recordings of their performance for critique.

### **Unit II** [Practice Methods] [Supports Course SLOs #2,3,4]

#### **Learning Objectives**

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

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

### **Unit III** [Listening] [Supports Course SLOs #1,3]

#### **Learning Objectives**

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

- Recognize tuning issues both with their own instrument and within the ensemble as a whole.
- Differentiate the different sections of the orchestras by sound and recognize each sections role in each piece of music.

- Evaluate form as it applies to the different pieces of music they perform: concertos, symphonies, tone poems, sonatas, etc.

**Unit IV** [Rehearsal Techniques and Performance] [Supports Course SLOs #2,3,4]

**Learning Objectives**

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

- Understand the role of the conductor and how to follow the signals for: tempo, ritardando, accelerando, dynamics, expressiveness, and other musical cues.
- Prepare their individual parts for performing within their section and with the ensemble.

**Unit V** [Performance] [Supports Course SLOs #2,3,4]

**Learning Objectives**

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

- Successfully employ the skills they have acquired and practiced in a live public concert setting.
- Utilize evaluations by conductor and assess how to best prepare for the next concert.

**Evaluation of student learning:** [Evaluates SLOs #1,2,3,4]

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

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

<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%
<b>Total</b>	<b>100%</b>