Western Connecticut State University
School of Visual and Performing Arts
Music Department

Modified Course Outline Proposal (SAMPLE)

Course Title:  Symphonic Band
Course Level:  MUS 191
Course Credits:  .5 semester hour credits
Prerequisite:  Faculty approval and/or audition
Frequency:  Every semester
Grading:  Standard grading

Rationale
Musical ensembles help students develop and refine performance and collaboration skills in real
time through the components of creatively engaging with written music, instruments or voices,
other musicians, and the audience. The course develops creative skills through the use of varied
repertoire, instructor guided refinement of the interpretation and evaluated via public
performance.

Course Description
An ensemble of wind and percussion players; open to all students of the university.*

Student Learning Outcomes
The student will...
1. Examine, evaluate, and critique, how structure and context impact and inform prepared
   and/or improvised performances.
2. Demonstrate how style and genre inform prepared and/or improvised performances.
3. Evaluate and refine varied musical works.
4. Demonstrate an understanding and mastery of the technical demands and expressive
   qualities of the music through prepared and/or improvised performances of a varied
   repertoire representing diverse cultures, styles, genres, and historical periods.

Creative Process Competency Learning Outcomes
The student will...
1. Demonstrate an understanding of the discipline or form
   a. ...through analysis and performance of recurring melodic, harmonic or textural
      themes, creating connections, applying similarities, and varying such as
      appropriate to historical context.
2. Demonstrate an identifiable process of exploration and discovery
   a. ...through the rehearsal process: from the initial sight-reading of a work, through
      individual practicing and the developmental rehearsal process of understanding
      the various musical elements of a work and how those elements relate to live
      performance and collaboration, which inform a historically accurate performance.
3. Demonstrate self-evaluation of the work
a. Through active listening and performance of various elements of music in varied contexts and transferred throughout similar phrases through and across the repertoire.

4. Present the work to peers
   a. through live performances once to three times per semester.

5. Demonstrate how feedback was received and implemented in the finished product.
   a. through personal listening, audience participation and response and/or reflection upon personal and collaborative performance.

**Course Outline**

1. **Style**
   a. Rhythm
   b. Tempo
   c. Articulation

2. **BBI**
   a. Balance
   b. Blend
   c. Intonation

3. **Order**
   a. Form
      i. Phrasal and formal structure
      ii. Relationships to dynamics and tempo
   b. Voicing/Orchestration
      i. Use of percussion
      ii. Relationship to BBI

4. **Text (if applicable)**
   a. Pronunciation
   b. Language use
   c. Relationship to musical ideas
   d. Interpretation

5. **Rehearsal process**
   a. Preparation,
   b. Feedback and refinement
   c. Role of listening

6. **Performance**
   a. Determining when a piece is prepared
   b. Presenting
   c. Etiquette
   d. Feedback/assessment