

MUS 312: Orchestration and Band Arranging

Spring 2022 | M/W - 12:00-12:50pm
Brenneman 20

Instructor: Dr. Matthew Kennedy

Office Location: BMH 111

Office Hours: By appointment

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Catalog Course Description:

(2 sem. hrs.) An overview of the basic capabilities of string, wind, and percussion instruments and how to use this information to create effective compositions/arrangements for instrumental ensembles of various sizes. Score study and arranging/transcription assignments provide opportunities for students to develop instrumental scoring and arranging techniques. (Spring) PREREQUISITES: MUS221 and MUS223.

Require Texts and Instructional Materials:

The Study of Orchestration, (3rd or 4th ed), Samuel Adler (Norton)
ISBN: 978-0-393-92065-9

Essential Dictionary of Orchestration, Dave Black (Alfred)
ISBN: 0-7390-0021-7

Manuscript Paper
Writing Utensil/Notebook

Suggested Text:

Behind Bars: The Definitive Guide to Music Notation, Elaine Gould (Faber Music) ISBN: 978-0-571-51456-4

Note: All School of Music and Theatre students have access to notation software in the SMT computer lab, but you might find it helpful to purchase notation software at some point during your time at Heidelberg (e.g. Sibelius, Finale, Dorico, Noteflight, etc.). Consult with the course instructor or office administrators prior to purchase as licenses through the school or an educational discount might be available.

Course Outcomes:

Upon successful completion of this course, you should be able to:

1. Gain an understanding and recognition of idiomatic ranges, transpositions, and coloristic characteristics of orchestral and wind band instruments.
2. Analyze existing repertoire to consider the use of color, shading, and orchestrational nuance.
3. Write/Arrange source material into ability-appropriate, well-considered music with professional-level performance materials.



Relation of MUS 123 to School of Music and Theatre Objectives:

Musical Skills: The ability to use the essential skills of an effective musician: sight-reading, keyboard, music notation/theory, analytic technique. Students in professional music degree programs will also develop skills in conducting.

Technology: The ability to involve music technology in their work as performers, teachers and scholars

Criticism: The ability to assess music, in both aural and written forms using critical thinking skills.

The manner in which these course and program outcomes will be measured can be found in the Assessment/Assignment section on **pages 5-6 of the syllabus.**

Attendance Policy:

Your voice, your experience, and your viewpoint are valid and only serve to better our class discourse. Regular attendance is expected of all students as you stand to gain the most from being present. With that being said, I will not be taking regular attendance in a manner that effects your final grade. You are adults and professionals – act as such.

Performer's Health and Safety:

The craft of performing is an activity that must be done in a mindful and sustainable fashion. Heidelberg University and the School of Music and Theatre are engaged in training the complete artist emphasizing theatrical craft, diverse repertoire, creative collaboration along with overall health and wellness. The ability to efficiently perform, achieve a holistic balanced mindset, and safely collaborate with creative people on artistic projects are skills that must be mentored in the applied lesson, productions and classroom environments. Protecting our hearing, musculoskeletal, vocal, mental, and emotional health is crucial for lifelong performing. Heidelberg is dedicated to this pursuit with information on performance health available in the SMT Performance class seminars, the undergraduate student handbook, insideheidelberg.edu, and from faculty and staff. Please seek out a faculty member or the Director of the School of Music and Theatre if you have any concerns or questions.

Technology Requirements:

This course uses Canvas, Heidelberg University's learning management system. Course materials, including updates, assignments, and resources will be posted and submitted through Canvas. If you are unfamiliar with Canvas please consult the Canvas Student Guide, which is available in the Academic Support Canvas Course. You can also schedule a one-on-one consultation with an Academic Coach, who can teach you how to navigate Canvas.

COVID-19:

Throughout Heidelberg University's response to SARS-CoV-2 (COVID-19) pandemic, all students are required to wear face coverings at all times during face-to-face instruction at Heidelberg University, unless exceptions have been approved. (See below for conditions that warrant exceptions.) Face coverings should completely cover one's nose and mouth, in accordance with CDC guidelines

(see <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>).

Wearing a face covering in class is part of your responsibility to help keep your fellow classmates and community members safe and also signifies to your classmates that you respect their right to learn in a safe and healthy environment. Any student who refuses to wear a face covering in class will be asked to leave. Any student who repeatedly refuses to wear a face covering in class will be referred to Student Affairs for disciplinary action based on item Article III, Item B.18 of the Student Code of Conduct (and may be administratively withdrawn from this course.)



Exceptions to this policy may be requested by:

1. The instructor, if face coverings will prohibit instruction and participation in face-to-face instruction; any exceptions requested by the instructor must be approved by the Provost and stated in the syllabus.
2. A student, if wearing a face covering is not possible due to a health condition or accessibility concern; exceptions requested by a student must be approved by the Director of the Health and Counseling Center or the Coordinator of Student Accessibility Services, in collaboration with the instructor, and documentation from a student's personal healthcare provider will be required. Exceptions may include attending class unmasked, participating in class via an alternate method, etc.

Academic Honesty Policy:

The University values honesty and integrity as fundamental to learning and personal success. All members of the University should respect the integrity of another's work and recognize the importance of acknowledging and safeguarding intellectual property. You can find the full policy in the Student Handbook on Inside (<https://inside.heidelberg.edu/>)

Submitting the work of another person or resource as your own, allowing another person to submit your work as his or her own, or assisting another person to do either are all behaviors considered violations of the Academic Honesty Policy. Further examples include:

1. Plagiarizing. Plagiarism is quoting from a source or using ideas paraphrased from a source without proper documentation according to the standard set by the instructor. The source material can be in oral, written, digital, or online format, including another student's work- for example a test, lab report, or paper. Duplicating your own work from a previous assignment or another course is also considered plagiarism.
2. Giving or receiving unauthorized assistance during homework, quizzes, tests, or examinations.
3. Using unauthorized materials, including personal technology, during any quizzes, tests, or examinations.
4. Acquiring copies of an exam dishonestly.
5. Using other dishonest methods to complete course work.

If you believe you have been inappropriately or incorrectly cited for Academic Dishonesty, you can appeal the Academic Honesty Violation by completing this secure webform: <https://secure.heidelberg.edu/node/31>

Disability and Accessibility Accommodations

Some students with disabilities and other accessibility needs may require modifications to a course to achieve equal access. Heidelberg University provides resources and support for such students through the Office of Student Accessibility Services. Students participate in an ongoing, interactive process to determine appropriate accommodations for each course. If you need accommodations, please contact the Office of Student Accessibility Services as soon as possible. Accommodations generally cannot be made retroactive, so it is important to get them in place early in the semester. Please note, it is your responsibility to initiate and follow through with this process, including all relevant forms and documentation. Email accessibilityservices@heidelberg.edu or call 419-448-2484 to make an appointment.

Academic Support

For all written and aural theory classes at Heidelberg University, music tutors will regularly meet to go over the week's topics and assignments. The names and contact information for these individuals will be provided via Canvas within the first two weeks of the start of the semester. Tutoring is strongly encouraged for any students struggling with course content and may be assigned as required at the discretion of the course instructors.



Grading Policies

Your final grade is based upon the following criteria:

Instrument Quizzes (6)	12%
Writing Assignments (6)	60%
Peer-Review Feedback (12)	12%
<u>Final Project Readings (Week of May 2-6)</u>	<u>16%</u>
TOTAL	100%

In the event that you believe your final grade was unfairly or inappropriately assigned, you can initiate the formal Grade Appeal Process by completing the webform located here: <https://inside.heidelberg.edu/petition-grade-appeal>

The following grading scale will be used for this course:

100-93%	A	82-80%	B-
92-90%	A-	79-77%	C+
89-87%	B+	73-76%	C
86-83%	B	72-70%	C-

In the event that you believe your final grade was unfairly or inappropriately assigned, you can initiate the formal Grade Appeal Process by completing the webform located here: <https://inside.heidelberg.edu/petition-grade-appeal>

Diversity, Equity, and Inclusion Statement

Heidelberg University strives to be a welcoming, student-centered institution for everyone. In this class, my goal is to create an environment that is supportive of all students and respects all identities and diversity in all forms: age, gender and sexual identities, language, race, religion, ethnicity, ability status, nationality, and socioeconomic status. I expect all students in this class to treat one another with respect, and to demonstrate diligence in trying to understand one another's perspectives.

I welcome your feedback and suggestions for how I can create a more inclusive classroom community. To help accomplish this,

- If you have a name or pronouns that differ from those listed in OASIS, please let me know so I can address you correctly.
- I, like many others, am still learning about diverse experiences and perspectives. If anyone in class (including me!) says something that makes you uncomfortable, please come talk to me about it.
- If religious observance impedes your ability to participate fully in classroom activities, or a principal holiday from your religious tradition occurs during the semester and conflicts with class meetings or activities, please let me know so I can determine if a reasonable accommodation is possible.

Title IX

Heidelberg University does not discriminate or tolerate discrimination on the basis of sex, gender, transgender status, gender identity, or gender expression in its educational, extracurricular, or athletic programs, or in any



admission or employment decisions. Heidelberg is committed to promptly and equitably responding to all reports of sexual discrimination with the goal of eliminating the misconduct and/or harassment, preventing its recurrence, and addressing its effects on any individual or the community.

To report sexual misconduct (violence) or sexual harassment, students may contact the Title IX Coordinator, Monica Verhoff, (419) 448-2452, TIX@heidelberg.edu

To confidentially discuss sexual misconduct (violence) or sexual harassment, students may contact University Confidential Resources: Health & Counseling Center, (419) 448-2041; or Chaplain, (419) 448-2066. For more information, the University's Sexual Discrimination Policy is available at <https://inside.heidelberg.edu/departments-offices/human-resources-office/title-ix>

Assessments/Assignments

Assignment/Assessment	Course Learning Outcome the Assignments Maps to	Program/Major Outcome the course outcome maps to
Instrument Quizzes	Gain an understanding and recognition of idiomatic ranges, transpositions, and coloristic characteristics of orchestral and wind band instruments.	Musical Skills: The ability to use the essential skills of an effective musician: sight-reading, keyboard, music notation/theory, analytic technique. Students in professional music degree programs will also develop skills in conducting.
Writing Assignments	Write/Arrange source material into ability-appropriate, well-considered music with professional-level performance materials.	Musical Skills: The ability to use the essential skills of an effective musician: sight-reading, keyboard, music notation/theory, analytic technique. Students in professional music degree programs will also develop skills in conducting. Technology: The ability to involve music technology in their work as performers, teachers and scholars.
Peer-Review Feedback	Analyze existing repertoire to consider the use of color, shading, and orchestrational nuance.	Criticism: The ability to assess music, in both aural and written forms using critical thinking skills.
Final Project Reading	Gain an understanding and recognition of idiomatic ranges, transpositions, and coloristic characteristics of orchestral and wind band instruments. Write/Arrange source material into ability-appropriate, well-considered music with professional-level performance materials.	Musical Skills: The ability to use the essential skills of an effective musician: sight-reading, keyboard, music notation/theory, analytic technique. Students in professional music degree programs will also develop skills in conducting. Technology: The ability to involve music technology in their work as performers, teachers and scholars.



Instrument Quizzes: Students will be given online quizzes to assess knowledge learned about instrument families and later, large ensembles. Quizzes must be completed earning a 100% before students are permitted to submit corresponding writing assignment for said instrument family. *Quizzes completed after due date get a 25% deduction on assignment grade* (note: this does not affect the “100% before writing assignment may be submitted” requirement). Each quiz may be attempted five (5) times with no time limit. **Due by 11:59pm**

Writing Assignments: Students will be given an ensemble prompt with source material to arrange and orchestrate. They will be assessed on proficiency of idiomatic writing and understanding of instrumental ranges and combination. Students will submit pdf (or paper copy) of score and one part from the ensemble along with digitally submitting an mp3 of the assignment. In addition to idiomatic writing, students will be assessed on notational literacy and performance material presentation. **Due by the start of class (12:00pm).** Writing assignment may be submitted after due date/time with the following grade deductions:

<i>Day of (after 12pm)</i>	<i>-10%</i>
<i>One Day Late</i>	<i>-20%</i>
<i>Two Days Late</i>	<i>-30%</i>
<i>Three Days Late</i>	<i>-40%</i>
<i>Four Days Late</i>	<i>-50%</i>
<i>Five+ Days Late</i>	<i>No Grade</i>

Peer-Review Feedback: Following each writing assignment, students will upload digital copies of their scores/mp3 to the appropriate discussion board post on Canvas, then provide constructive feedback to a minimum of two of their classmates (100-300 words). Note: each score/mp3 must be uploaded no later than 24 hours before the assignment due date to allow sufficient time for feedback from your peers. There will be a 2-point deduction for those uploaded less than 24 hours before deadline. **Due by 11:59pm**

Final Project and Reading: A final project will be assigned for each student to arrange a work for large mixed ensemble to be determined by the instructor and students. Said work will be read by performers during the final week of classes of the semester (5/2-5/6), as arranged by students and instructor. In addition to idiomatic writing, students will be assessed on notational literacy, performance material presentation, and interaction with ensemble conductor.

Subject to Change Statement

Please note that topics, assignments, and due dates are subject to change. Any adjustments to this syllabus will be announced in class, via e-mail, or via Canvas. Please make it a daily habit to check your BergMail account and the course Canvas site for any updates.



Semester Schedule of Topics & Assignments

MONDAY SESSIONS	SUBJECTS/READINGS	WEDNESDAY SESSIONS	SUBJECTS/READINGS
(1) 01/10	Introduction & Syllabus Review	01/12	Ch. 1 The Orchestra – Yesterday and Today <i>Due: Writing Assignment #1 (Mixed Ensemble)</i>
(2) 01/17	No Class – MLK ON!	01/19	Ch. 2-3 String Instruments <i>Due: Peer-Review Feedback (1-2)</i>
(3) 01/24	Ch. 2-3 String Instruments CONT.	01/26	No Class - Hype Day 1
(4) 01/31	Ch. 4 Plucked String Instruments <i>Due: String Instruments Quiz (1)</i>	02/02	Ch. 5 Scoring for Strings
(5) 02/07	Ch. 6-7 Woodwind Instruments <i>Due: Writing Assignment #2 (Strings)</i>	02/09	Ch. 6-7 Woodwind Instruments <i>Due: Peer-Review Feedback (3-4)</i>
(6) 02/14	Ch. 6-7 Woodwind Instruments CONT.	02/16	Ch. 8 Scoring for Woodwinds <i>Due: Woodwind Instruments Quiz (2)</i>
(7) 02/21	Ch. 8 Scoring for Woodwinds CONT. <i>Due: Writing Assignment #3 (Woodwinds)</i>	02/23	Ch. 8 Scoring for Woodwind-String Combinations <i>Due: Peer-Review Feedback (5-6)</i>
(8) 02/28	Ch. 8 Scoring for Woodwind/String CONT.	03/2	<i>Due: Writing Assignment #4 (Woodwinds and Strings)</i>
No Classes – Spring Break (03/05 – 03/13)			
(9) 03/14	Ch. 9-10 Brass Instruments <i>Due: Peer-Review Feedback (7-8)</i>	03/16	
(10) 03/21	Ch. 11 Scoring for Brass <i>Due: Brass Instruments Quiz (3)</i>	03/23	<i>Due: Writing Assignment #5 (Brass)</i>
(11) 03/28	Ch. 12-13 Percussion and Keyboard Instruments <i>Due: Peer-Review Feedback (9-10)</i>	03/30	
(12) 04/04	No Class – Student Research Conference	04/06	Ch. 13 Keyboard CONT. <i>Due: Percussion/Keyboard Quiz (4)</i>
(13) 04/11	Ch. 15-18 Scoring/Transcribing for Orchestra <i>Due: Writing Assignment #6 (Percussion/Keyboard)</i>	04/13	<i>Due: Peer-Review Feedback (11-12)</i>
(14) 04/18	Ch. 19 Scoring for Orchestra CONT. <i>Due: Orchestral Instruments Quiz (5)</i>	04/20	Ch. 18-19 Scoring/Transcribing for Wind Ensemble
(15) 04/25	Ch. 18-19 Scoring for Wind Ensemble CONT.	04/27	<i>Due: Wind Ensemble Instruments Quiz (6)</i>
(16) 05/02	FINAL PROJECT READINGS	05/04	FINAL PROJECT READINGS

