EASTERN ARIZONA COLLEGE
Symphony Orchestra II
Course Design
2015-2016

Course Information

Division
Fine Arts

Course Number
MUS 152

Title
Symphony Orchestra II

Credits
1

Developed by
Franklin Alvarez

Lecture/Lab Ratio
0 Lecture/3 Lab

Transfer Status

<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tbody>
<tr>
<td>MUP Dept Elective</td>
<td>MUP 170</td>
<td>MUS 200C</td>
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Activity Course
Yes

CIP Code
50.0900

Assessment Mode
Portfolio

Semester Taught
Fall and Spring

GE Category
None

Separate Lab
No

Awareness Course
No

Intensive Writing Course
No

Prerequisites
None

Educational Value

A. To General Education
1. To strive for great appreciation of all music styles and historical periods through performance.
2. To provide, through the art of music, a basis for broader understanding of Western Cultural heritage.
3. To serve as an aesthetic resource within the community.
4. To provide an opportunity for cultural development.

B. To Major/Program
1. To provide lower division ensemble experience for transfer music major and music minor students.
2. To provide practical laboratory experience for future music educators who will be expected to administer an orchestra program.
3. To extend the opportunity for exploration of music literature through performance.
4. To increase student skills through participation in ensemble performance.
C. Other
1. To create a partnership between students and experienced musicians.
2. To develop awareness of multiple orchestral styles and functions.

**Description**
Continuation of MUS 151. Auditions will be held.

**Supplies**
None

**Competencies and Performance Standards**

1. **Perform concert works from orchestral literature.**
   
   **Learning objectives**
   What you will learn as you master the competency:
   a. Accurately perform specific part of orchestral work.
   b. Exhibit skill level appropriate to ensemble and demands of literature.

   **Performance Standards**
   Competence will be demonstrated:
   o in rehearsal preparation and sectionals
   Performance will be satisfactory when:
   o learner participates as a performer in a concert performance

2. **Demonstrate development of instrumental performance technique.**
   
   **Learning objectives**
   What you will learn as you master the competency:
   a. Comprehend and perform accurate notes, rhythms, bowing and/or articulations, and all other musical directions given within the context of a performance.

   **Performance Standards**
   Competence will be demonstrated:
   o in rehearsals and sectionals
   Performance will be satisfactory when:
   o learner produces required sounds (music) in aesthetic context, i.e., a musically satisfying performance.

3. **Apply aesthetic judgment in performance.**
   
   **Learning objectives**
   What you will learn as you master the competency:
   a. Transcribe music notation to a satisfying musical performance and experience for both performer and audience.

   **Performance Standards**
   Competence will be demonstrated:
   o in class rehearsals, sectionals, and performance
Performance will be satisfactory when:

- learner's performance is balanced within group context, as well as appropriate to demands of music literature being performed
- learner performs with highly developed tone quality and control of said quality
- learner's performance of attacks and releases are unified and musically satisfying
- learner offers clear, meaningful and expressive shaping of musical passages
- learner's playing is well-defined and sensitive, and appropriate to style of music being performed


Learning objectives

What you will learn as you master the competency:

- Become a dedicated, contributing member of the symphony ensemble.

Performance Standards

Competence will be demonstrated:
- in rehearsals, sectionals, and performance

Performance will be satisfactory when:

- learner attends rehearsals well prepared
- learner assists those within his/her section in achieving musical goals
- learner exhibits disciplined approach to music in rehearsals, i.e., watching the conductor, watching and listening to other performers within the ensemble, demonstrating focus and concentration, making parts

Types of Instruction

Actual or Simulated Performance Experience.

Grading Information

Grading Rationale

In any large ensemble group, it is difficult to grade on music abilities due to the wide range in the difference of musical skills. Therefore, the main criterion for grading in this class are by attendance, attitude, and preparation.

Grading Scale

A 0-2 unexcused absences
B 3-4 unexcused absences
C 5 unexcused absences
D 6 unexcused absences
F 7 or more unexcused absences