

Cover Sheet: Request 13406

MUE 3XXX Literature and Arranging for Instrumental Ensembles

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	William Bauer wbauer@ufl.edu
Created	12/11/2018 7:44:49 PM
Updated	2/13/2019 12:44:52 PM
Description of request	New course proposal.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CFA - Music 011303000	Kevin Orr		12/13/2018
No document changes					
College	Approved	CFA - College of Fine Arts	Jennifer Setlow		1/18/2019
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Lee Morrison	Added to February agenda.	2/13/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/13/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13406

Info

Request: MUE 3XXX Literature and Arranging for Instrumental Ensembles

Description of request: New course proposal.

Submitter: William Bauer wbauer@ufl.edu

Created: 3/11/2019 12:54:53 PM

Form version: 2

Responses

Recommended Prefix MUE

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Literature and Arranging for Instrumental Ensembles

Transcript Title Inst. Lit/Arranging

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Co-Listing Explanation This class will not be co-listed.

Effective Term Fall

Effective Year 2019

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Techniques for selecting, programming, and arranging music for school instrumental ensembles. Overview of repertoire and arranging techniques including genres, established works, composers, and publishers; pedagogical and practical considerations related to the selection and modification of music. Discussion of relevant copyright laws.

Prerequisites MUE3311

Co-requisites None

Rationale and Placement in Curriculum There is no place in our current curriculum where students engage in in-depth study of music literature appropriate for K-12 school ensembles of various sizes, configurations, and grade levels. While music education majors perform high quality literature as members of UF ensembles and learn about musical exemplars in music theory and music history classes, our graduates lack a depth of understanding about quality literature for middle and high school ensembles. Since the literature is the primary vehicle through which musical concepts, skills, and understandings are developed, content knowledge in this area is essential for music teachers.

At the same time, we recognize that our students need to learn practical arranging skills to be able to create their own arrangements and adapt existing repertoire to fit the needs of their students. To try to address both of these important areas, we've arrived at this course that will integrate these two areas (literature and arranging), developing the essential understandings that are crucial for each of them.

Course Objectives 1. Students will analyze the musical content of existing repertoire.

2. Students will assess the aural, technical, and ensemble challenges presented in published repertoire.

3. Students will understand the ranges, capabilities, and challenges of instruments for beginning, intermediate, and advanced instrumentalists.

4. Students will develop their performance capabilities and pedagogical understanding of secondary instruments.

5. Students will demonstrate the fundamentals of effective orchestration and apply prior music theory

- knowledge to develop new understandings of transposition, part-writing, and arranging.
6. Students will use notation software to produce all arrangements.
 7. Students will arrange monophonic, homophonic, and polyphonic textures for heterogeneous groups of instruments.
 8. Students will effectively adapt and modify existing repertoire to accommodate limited instrumentation and ability.
 9. Students will create arrangements of existing music both by transcribing recorded music and by arranging notated music for large ensembles.
 10. Students will develop an understanding of the acoustical properties of instruments and how tessitura affects tone color, balance, and intonation.
 11. Students will build a repertoire of essential works appropriate for elementary, middle school, and high school ensembles.

Course Textbook(s) and/or Other Assigned Reading Stith, G. (2011). Score and rehearsal preparation: A realistic approach for instrumental conductors. Galesville, MD: Meredith.

Weekly Schedule of Topics Week 1 - Grade 1 Literature; Beginning Ranges and Transpositions

Week 2 - Melodies and Bass Lines

Week 3 - 3-Part Textures

Week 4 - Grade 2 Literature; Middle School Capabilities

Week 5 - 4-Part Harmony / Homophonic

Week 6 - 4-Part Harmony / Independent Voices

Week 7 - Accommodating Practical Limitations

Week 8 - Grade 3 Literature; Transcribing and Simplifying Syncopated Rhythms

Week 9 - Writing for Percussion

Week 10 - Utilitarian Music & Copyright for Music Educators

Week 11 - Flow Chart Analysis

Week 12 - Grade 4 Literature; Evaluating Repertoire

Week 13 - Long-Term Programming

Week 14 - Developing Written and "Live" Program Notes

Week 15 - Live Program Note Presentation and Arrangement Performance

Links and Policies A statement related to class attendance, make-up exams and other work such as: "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>"

A statement related to accommodations for students with disabilities such as:

"Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester."

Information on current UF grading policies for assigning grade points This may be achieved by including a link to the web page: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

A statement informing students of the online course evaluation process such as:

"Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>."

The university's honesty policy regarding cheating, plagiarism, etc. Suggested wording:

"UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class."

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center:

<https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Grading Scheme Analysis Templates - 20%

Flow Chart Analysis - 5%

4-Year Plan - 5%

Concert Program & Live Program Notes - 5%

Building Musical Textures - 10%

4-Part Harmony - 10%

Accommodating Practical Limitations - 10%

Writing for Percussion - 15%

Cover Tune Arrangement - 10%

Alma Mater or Fight Song Arrangement - 5%

Online Quiz - 5%

A...93-100

A-...90-92

B+...88-89

B...83-87

B-...80-82

C+...78-79

C...73-77

C-...70-72

D+...68-69

D...63-67

D-...60-62

E...59 and below

Instructor(s) Barry Hartz