

**The Ohio State University  
Colleges of the Arts and Sciences New Course Request**

Music

Academic Unit

Music

Book 3 Listing (e.g., Portuguese)

663 School Orchestra Repertoire

Number

Title

School Orch Rep

U/G

3

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter

Spring X

Year 2009

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information**

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): This course examines orchestral repertoire for study in elementary, middle, and high school orchestra programs, and develops strategies for teaching these pieces.

Quarter offered: SPRING Distribution of class time/contact hours: 2 1.5-hr cl

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): Music major

Exclusion or limiting clause:

Repeatable to a maximum of 0 credit hours.

Cross-listed with:

Grade Option (Please check): Letter  S/U  Progress  What course is last in the series? \_\_\_\_\_

Honors Statement: Yes  No

GEC: Yes  No

Admission Condition

Off-Campus: Yes  No

EM: Yes  No

Course: Yes  No

Embedded Honors Statement: Yes  No

Service Learning Course\*: Yes  No  \*To learn more about this option, please visit <http://artsandsciences.osu.edu/currofc/>

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

**B. General Information**

Subject Code \_\_\_\_\_ Subsidy Level (V, G, T, B, M, D, or P) \_\_\_\_\_

If you have questions, please email Jed Dickhaut at [dickhaut.1@osu.edu](mailto:dickhaut.1@osu.edu).

1. Provide the rationale for proposing this course:

No course for undergraduate or graduate instrumental music education majors specifically addresses repertoire to be used for instruction in elementary, middle and high school band programs. This course will provide an overview of this repertoire and strategies for teaching these pieces in primary and secondary educational settings.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one):  Required on major(s)/minor(s)  A choice on major(s)/minors(s)

An elective within major(s)/minor(s)  A general elective:

## **SCHOOL OF MUSIC**

### **SCHOOL ORCHESTRA REPERTOIRE MUSIC EDUCATION 663: 3 CREDITS 2:30-3:48 Tuesday & Thursday - Hughes Hall Room 13**

#### **INSTRUCTOR:**

Professor Robert Gillespie  
Email: [gillespie.5@osu.edu](mailto:gillespie.5@osu.edu); 292-2336  
Office Hours: Tuesday & Thursday at 12:30 or by appointment

#### **COURSE DESCRIPTION:**

This course examines masterwork school orchestra repertoire for use in elementary, middle school, and high school orchestral programs, and assists students to develop related rehearsal techniques for teaching these pieces.

#### **INSTRUCTIONAL OBJECTIVES:**

- 1) identify school orchestra masterworks;
- 2) play representative school orchestras masterwork repertoire;
- 3) analyze school orchestra repertoire and determine related rehearsal techniques;
- 4) demonstrate repertoire-specific rehearsal techniques
- 5) design and present warm-up teaching strategies related to specific school orchestra repertoire.

#### **TOPICAL OUTLINE:**

##### **Lecture:**

1. Criteria for evaluating school orchestra repertoire
2. Concert planning using school orchestra repertoire
3. Score analysis for determining appropriate warm-up teaching strategies and specific rehearsal techniques
4. Identifying and describing representative samples of school orchestra repertoire masterworks at the beginning, intermediate and advanced levels of instruction
5. School orchestra repertoire rehearsal techniques

##### **Class Laboratory and Peer Teaching:**

Class members will serve as school orchestra laboratory ensemble for peer teaching in the course. Placement of peer teaching within the course appears on the course calendar. Specific purposes of the laboratory ensemble are:

1. To provide models of rehearsal techniques and warm-up strategies by the instructors for students
2. To provide students opportunities to teach/rehearse masterwork school orchestra literature for use in their teaching careers
3. To acquaint students with representative examples of school orchestra masterworks
4. To provide opportunities for performance on secondary instruments
5. To provide students evaluation of their school orchestra literature teaching/rehearsing skills
6. To provide students opportunities for performance of school orchestra masterworks on primary string instruments

## **TEXTBOOKS AND MATERIALS**

### **Required:**

Littrell, D. (ed.) (2003) *Teaching Music Through Performance in Orchestra*. Vol 2. Chicago, IL: GIA Publications.

### **Additional References:**

Hamann, D., & Gillespie, R. *Strategies for Teaching Strings: Building A Successful String and Orchestra Program*. New York: Oxford Publications, 2004.

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Riemer, B. *Performing with Understanding: The Challenge of the National Standards for Music Education*. Reston, VA: 2000.

Straub, D., Bergonzi, L., & Witt, A. *Strategies for Teaching: Strings and Orchestra*. Reston, VA: 1996.

### **MATERIALS NEEDED FOR CLASS (required):**

- 1) baton (if you have taken conducting courses)
- 2) 8cm DVD plus RW
- 3) music stand
- 4) required course texts

### **MAJOR ASSIGNMENTS:**

#### **SCHOOL ORCHESTRA MASTERWORKS LISTENING EXAM**

Students will be provided with model recordings of school orchestra repertoire masterworks. The masterworks listening exam will be given the last day of class. Students will identify the name of the composition, composer, and publishers' grade level.

#### **TEXTBOOK CHAPTER REVIEWS**

Students will summarize five major teaching points from each of the assigned chapters to review. Each teaching point description should be one paragraph in length. Following each point

students should describe in one paragraph how they might apply the point in their future teaching.

### **CONCERT PLANNING PROJECT**

Following reviews of chapters 1 and 2 of GIA text Volume 1 students will select repertoire for a concert featuring first-year players, one for second and third year players, and one for fourth and fifth-year players. Five pieces in contrasting styles at the appropriate level of playing difficulty should be chosen for each concert. A one-paragraph description of each piece must be provided and one-paragraph rationale for its selection on the proposed concert program.

### **PLANNING REHEARSALS OF ASSIGNED REPERTOIRE**

Students will be assigned one publisher's grade level 1 to teach, one at grade level 2 to teach, and one at grade level 3 to peer teach. Students will be given a two-page score analysis guideline sheet to use to evaluate their assigned scores. Students will be given a lesson plan form to complete following their score analysis. Students will meet with the instructors of the course to review their completed score analysis and lesson plan form prior to teaching the piece to the class.

### **LEADING REHEARSALS OF ASSIGNED REPERTOIRE**

Students will teach a ten-minute lesson, including warm-up and music rehearsal, of each of their three assigned pieces.

### **SELF-ASSESSMENT OF STUDENT-LEAD REHEARSALS**

The three rehearsals that each student will lead will be video recorded. The students will view each rehearsal and use an assessment form provided by the professor to evaluate the rehearsals. As a part of the assessment students will summarize the strengths of their teaching and suggest areas of needed growth.

### **EVALUATION AND RATING OF RECORDED SCHOOL ORCHESTRA REPERTOIRE PERFORMANCES (GRADUATE STUDENTS ONLY)**

Students will be given recordings of ten student performances of typical school orchestra repertoire. Students will evaluate and rate the performances using a standard school orchestra contest adjudication form. Criteria will include intonation, level of repertoire difficulty, instrument balance, temp, musical expressiveness, etc.

## **STUDENT EVALUATION**

### **(Undergraduate)**

- 15% school orchestra masterworks listening exam
- 15% textbook chapter reviews
- 20% concert planning project
- 20% written rehearsal plans of assigned repertoire
- 20% peer-teaching rehearsals of assigned repertoire
- 10% self-assessment of peer-teaching

### **(Graduate)**

- 15% school orchestra masterworks listening exam
- 10% textbook chapter reviews
- 15% concert planning project
- 15% written rehearsal plans of assigned repertoire
- 20% peer-teaching rehearsals of assigned repertoire
- 10% self-assessment of peer-teaching
- 15% evaluation and rating of recorded school orchestra repertoire performances

**COURSE GRADING SCALE:**

100-93	A
92-90	A-
89-88	B+
87-83	B
82-80	B-
79-78	C+
77-73	C
72-70	C-
69-68	D+
67-63	D
62-60	D-
59-0	E

**COURSE CALENDAR:**

**Class Session Number**

- 1 Discuss syllabus, pass out class folders; determine secondary Instrumentation; discuss tuning procedures, read grade 1 repertoire
- 2 Score analysis for determining warm-up teaching strategies and specific rehearsal techniques; reading grade 1 pieces
- 3 Criteria for evaluating school orchestra repertoire: GIA Vol. 1 chapters 3 and 6 and GIA Vol. 2 chapter 4
- 4 Class lab peer teaching of grade 1 repertoire
- 5 Class lab peer teaching of grade 1 repertoire
- 6 Class lab peer teaching of grade 1 repertoire; reading grade 2 repertoire
- 7 School orchestra repertoire rehearsal techniques: GIA Volume 2 chapters 3, 5, and 6
- 8 Reading grade 2 repertoire
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- 13 Class lab peer teaching of grade 2 repertoire
- 14 Concert Planning using school orchestra repertoire: GIA Volume 1 chapters 2 and 4
- 15 Learning how to identify and describe representative examples of school orchestra repertoire masterworks; reading grade 3 repertoire excerpts
- 16 Class lab peer teaching of grade 3 repertoire
- 17 Class lab peer teaching of grade 3 repertoire

18	Class lab peer teaching of grade 3 repertoire
19	Reading grade 4-5 repertoire excerpts; listening final exam review
20	Reading grade 4-5 repertoire excerpts; listening final exam review
21	Listening exam: identifying and describing representative examples of school orchestra Repertoire

## **DISABILITY STATEMENT:**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. The Office for Disability Services at 614-2923307 in room 150 Pomerene Hall will coordinate reasonable accommodations for students with documented disabilities.

## **ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)**

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