



NON-CREDIT COURSE OUTLINE

(1) MUS 382A (2) COMMUNITY INSTRUMENTAL ENSEMBLE

Number	Title
(3) Lecture / Lab Hours: Total Course Hours Lec hours: 1.00 Lab hours: 1.00 *Lab will generate <u>0</u> hour(s) per week outside work. *Lab will generate <u> </u> total hour(s) outside work. *See lecture/lab hours in Curriculum Handbook.	(4)Category (check one): <input type="checkbox"/> Parenting <input type="checkbox"/> Elem/Secondary Basic Skills <input type="checkbox"/> ESL <input type="checkbox"/> Immigrants <input type="checkbox"/> Adults with Disabilities <input type="checkbox"/> Short-term Voc/Apprentice <input checked="" type="checkbox"/> Older Adults <input type="checkbox"/> Home Economics

For Office Use Only			
New	<input type="checkbox"/>	Mod	<input type="checkbox"/>
Effective Date:			
SAM Priority: E		DATATEL ID:	
Unit Code:		TOPS Code: 1004.00	
Reporting ID: CCC000334840		Date Reporting ID Assigned	
Program Status:		Course LHE	
Replaced by:			
Date:			

(5) Catalog Description:
 Appropriate solo and ensemble literature will be studied and performed. Students must be able to read music and play a musical instrument. This course is designed for older students to maintain and improve their musical skills.

(6) Course Outcomes:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- A. Differentiate between the various style periods of music history, and demonstrate correct performance practices of these style periods.
- B. Discuss relevant knowledge of the composers of the music studied during the semester.
- C. Play simple melodies and scales in several different major and minor keys.

(7) Course Objectives:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- A. Review and practice the fingerings/positions necessary to perform the music that is studied.
- B. Drill on the various rhythmic figures necessary to perform the music that is studied.
- C. Discuss the correct musical style that is necessary for each piece of music that is studied.
- D. Discuss some information about the composers of the music that is studied.
- E. Learn to play simple melodies and scales in several different major.

(8) Course Outline:

Lecture Content:

A. Regular, systematic warm-up exercises in several different major and minor keys

1. scales
2. arpeggios
3. fingering drills
4. chorales

B. Rehearsal of standard Chamber ensemble music repertoire.

1. Intonation
2. Pitch accuracy
3. Rhythmic accuracy
4. Correct phrasing
5. Balance of sections
6. Dynamics
7. Style and interpretation

C. Discussion of Information on composers

1. Style period
2. Birth and death dates
3. Historical significance
4. Other important compositions

Lab Content:

A. Regular, systematic warm-up exercises in several different major and minor keys

1. scales
2. arpeggios
3. fingering drills

B. Rehearsal of standard chamber ensemble music repertoire

1. Intonation
2. Pitch accuracy
3. Rhythmic accuracy
4. Correct phrasing
5. Dynamics
6. Style and interpretation

(9) Methods To Measure Student Achievement			
1. Standardized exit test	2. Examinations	3. Quizzes	
4. Class assignments	5. Laboratory work	6. Class participation	
7. Attendance	8. Other (specify below)	X	
Other specification: Class participation Attendance Public performance			
(10) Please check one to identify the primary method utilized to evaluate the degree to which the course objectives are accomplished.			
<input type="checkbox"/> 1. Standardized instrument measuring student subjective opinion			
<input type="checkbox"/> 2. Standardized instrument measuring student subjective knowledge			
<input type="checkbox"/> 3. Student satisfaction with his/her educational experience			
<input type="checkbox"/> 4. Competency based written and practical tests which demonstrate the students ability to apply skills and concepts learned to minimum standards established by the instructor.			
<input type="checkbox"/> 5. California Occupational Program Evaluation System (COPES)			
<input checked="" type="checkbox"/> 6. Other			
Other specification: Student satisfaction with his/her educational experience Public performance			
(11) Primary Teaching Materials (check one).			
<input type="checkbox"/> 1. Published textbook			
<input type="checkbox"/> 2. Teacher-prepared instructional materials			
<input type="checkbox"/> 3. Audio tapes, video tapes, films, slides or other audio-visual materials			
<input type="checkbox"/> 4. District/College prepared materials			
<input type="checkbox"/> 5. Computers			
<input type="checkbox"/> 6. Equipment, tools and materials			
<input checked="" type="checkbox"/> 7. Other			
Other specification: District/College prepared materials Musical Instruments			

