



MUSC 3662 Section 201 – Orchestration and Arranging

Spring 2024

MW 11:00-11:50 AM, Fain C117A

Contact Information

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Course Description

A course designed to develop the student's techniques of scoring and part extraction for band, choir, and orchestra, plus other ensembles.

Required Course Materials

Adler, Samuel. *The Study of Orchestration*. 4th Ed. New York: W.W. Norton and Co. 2016.

The above text is a requirement for this course. Frequent readings and homework assignments will be pulled from the material presented in this text. In addition, **students should make sure to have access to manuscript pages and/or notation software as homework assignments and projects will require notated scores.**

Course Objectives

Orchestration and Arranging has, at its core, one main course objective: to facilitate the growth and development of the student's understanding of orchestration techniques and its role in modern day music careers

In this course students will develop skills in orchestrating and arranging for various kinds of large and small ensembles.

The topic of orchestration is one that is taught differently in nearly every institution for higher learning in music. Different programs often focus on different aspects of orchestration as they relate to the individual needs of each class. In this course, we will focus on the applicability of orchestration skills to school ensembles (instrumental vocal) and chamber ensembles. This means that a large portion of

this class will be dedicated to improving student knowledge of instrument families. More specifically, this class will focus on the way composers and arrangers treat instrument families in various performance settings. Understanding common stylistic trends in orchestration will not only help practically by giving the student opportunities to explore their own arranging skills but also theoretically as they will develop a better understanding of how composers want their music to be conveyed.

In addition to school concert band and choir, there will be some time spent focusing on professional and unique ensembles like the symphony orchestra and jazz ensemble. As understanding orchestral, vocal, and individual instrumental techniques helps to grow all aspects of a student's musicianship, students should expect a fair amount of importance placed on ensuring that they have both learned and mastered the topics covered in this course.

Student Learning Outcomes

- Students will learn how composers and arrangers typically deal with classical instruments in various musical settings.
- Students will expand their knowledge of instrumental ranges, effects, techniques, transpositions, and common groupings.
- Students will develop the skills necessary to accurately and adequately create instrumental and vocal arrangements.
- Students will learn to tie together the common threads between composition (or, in this case, orchestration and arranging) and conducting so as to better equip themselves for leading their own ensembles and to develop individual performance skills.
- Students will come away from this class ready to maneuver through difficult but common situations in the daily life of a music educator or performer.

Grading Detail

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|-------------|-------------|--|
| 30% | (300 pts.) | Six (6) Quizzes |
| 20% | (200 pts.) | Four (4) individual Arranging/Orchestrating Projects |
| 20% | (200 pts.) | Four (4) Video Assignments |
| 15% | (150 pts.) | One (1) Final Project |
| 10% | (100 pts.) | One (1) Class Presentation |
| 5% | (50 pts.) | Attendance |
| 100% | (1000 pts.) | Final Grade |

Assigned Homework

There are four (4) arranging projects and four (4) video assignments that look at works for various ensembles and their orchestrating/arranging components. These assignments can be given during Monday class and will be due the Wednesday of the week designated on your class schedule. By doing this, you're able to discuss in class the techniques and requirements you'll use for your upcoming project.

Tests and Final Project

This course is designed in a way to layer information by disciplines. Each student will take six (6) quizzes (located in D2L) on the following subjects: notation and transposition, strings, woodwinds, brass, percussion, and voices. Three tests will be given during this course spread throughout the semester (see the course schedule above for exact dates). All quizzes will be done on your own time (outside of class) and you have one chance to do them. In addition, there is a time limit, although, it should be more than adequate to finishing your quiz. These quizzes will feature questions including true/false, multiple choice, and short answer segments, as well as score reading sections. Please do NOT forget these quizzes.

Class Projects

There will be a final arranging project for this course, which is accompanied by an in-class presentation. This will happen TWICE. First, students will present during the final week of classes. Each presentation will last approximately 15 minutes. These will also include dialogue between students and arranger for any changes/improvements that need to be done. Second, all students will re-present their projects with all changes made during the final exam time. Please note that **late projects will not be accepted without exceptional circumstances**.

Special Needs

If a student needs class accommodation(s) because of a documented disability, (2) has an emergency medical condition that may interfere with class performance, or (3) requires special handling in case the building must be evacuated, he/she is encouraged to contact the office of Disability Support Services in room 168 Clark Student Center (940) 397-4140 and make an appointment with the professor as soon as possible.

Student Conduct

Behavior that interferes with either the instructor's ability to conduct the class or the ability of other students to benefit from the instruction will result in the instructor removing the disruptive student(s) from the class, either temporarily or permanently (instructor drop), and assigning a final lower grade, up to and including an F. In addition, and depending on the nature of the behavior or conduct, the student(s) may be subject to further disciplinary actions as per MSU policies.

Privacy Statement

Federal privacy law prohibits the instructor from releasing information about students to certain parties outside of the university without the signed consent of the student. Thus, in almost all cases the professor will not discuss a students' academic progress or other matters with his/her parents. Please do not have them call. Regardless of these important legal considerations, the professors' general policy is to communicate with the students, not their parents, even when a student has signed a consent form. College students are adults and are expected to behave accordingly.

Academic Dishonesty

Academic dishonesty including plagiarism and giving or receiving unauthorized assistance is prohibited. Plagiarism is (1) the use of source material of other persons (either published or unpublished, including the Internet) without following the accepted techniques of giving credit or (2) the submission for credit of work not the individual's to whom credit is given. If a student in the class plagiarizes material, appropriate disciplinary action will be taken. The Student Honor Creed developed and adopted by the MSU Student Government reinforces the discouragement of plagiarism and other unethical behaviors. The first statement of the creed reads, "As an MSU student, I pledge not to lie, cheat, steal, or help anyone else do so." Plagiarism is lying, cheating, and stealing.

Social Justice

Social justice is one of Midwestern State University's stated core values, and the professor considers the classroom a place where students are treated with respect as human beings, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Moreover, diversity of thought is appreciated and encouraged, provided the students can agree to disagree. The professor's expectation is that ALL students consider the classroom a safe environment.

Campus Carry

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at MSU Campus Carry Policy.

COVID-19 Statements

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Weather Delays and School Cancellations

In the event of delayed openings or campus closure, we will NOT go to an online model. Wear your pajamas, drink some coffee/tea/cider/cocoa, and get some rest. We'll start up again on the next meeting time. ☺

Hearing Loss Statement

As a musician, your hearing is one of your most valuable assets. Unfortunately, high exposure to sound-producing activities can lead to noise-induced hearing loss. While this can be temporary, it can lead to tinnitus

(ringing in the ears), permanent loss of hearing (particularly in the higher frequencies), and deafness. In addition to affecting a student's enjoyment of music, it also may render them incapable of continuing as a professional musician or music educator.

Musicians are also susceptible to musculoskeletal and vocal injury, particularly overuse injury. Failure to take adequate precautions can greatly shorten a student's performing career. Means to minimize risks associated with hearing loss and performance-related injuries will be discussed during applied lessons and/or master classes. Faculty members can only present information to students and offer resources and assistance in seeking professional medical help when needed. The student has the final responsibility to take proper precautions.

Course Schedule/Outline/Calendar of Events

| Week | Topic |
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| 1 | Orchestration Basics 1 (notation, instrument keys, and transpositions) |
| 2 | Orchestration Basics 2 (ensembles, terminology, nomenclature, and score order) – Transposition Quiz |
| 3 | Strings - range, effects, limitations, and use |
| 4 | Strings - melodies, accompaniments, examples of great string writing – Strings Quiz |
| 5 | Woodwinds - range, effects, limitations, and use – Strings Project Due |
| 6 | Woodwinds - melodies, accompaniments, examples of great woodwind writing – Woodwinds Quiz |
| 7 | Brass - range, effects, limitations, and use – Woodwinds Project Due |
| 8 | Brass - melodies, accompaniments, examples of great brass writing – Brass Quiz |
| 9 | SPRING BREAK |
| 10 | Percussion - sub-families, notation, use, and modern relations + guest lecture – Percussion Quiz |
| 11 | Voices - range, effects, limitations, and use – Brass and Percussion Project Due |
| 12 | Voices - melodies, accompaniments, examples of great voice writing – Voice Quiz |
| 13 | Small Ensembles - blend, balance, roles for chamber winds and chamber strings – Voice Project Due |
| 14 | Large ensembles - blend, balance, roles for band, orchestra, and choir |
| 15 | Large ensembles - blend, balance, roles for band, orchestra, and choir |
| 16 | FINAL EXAM (Monday, May 6 th 2024, 10:30A-12:30P: Student Presentations of Final Arranging Projects (10 minutes per student) |

Appendix A: Standards/Competencies

Texas State Board for Educator Certification Music Standards (2020)

Standard II. The music teacher sings and plays a musical instrument.

2.1s sing and play an instrument, demonstrating accurate intonation and rhythm;**

2.2s demonstrate advanced techniques on a principal instrument or voice using literature at all levels of difficulty;

2.3s demonstrate, through performance, knowledge of musical styles using appropriate literature;

2.4s perform a varied repertoire of music representing styles from diverse cultures, including music of the United States;

2.5s perform music expressively from memory and notation; and

2.6s demonstrate basic performance skills on a range of instruments, including voice

Standard IV. The music teacher creates and arranges music.

4.1s transpose music;

4.2s improvise melodically, rhythmically, and harmonically;

4.3s compose and arrange simple vocal and instrumental music;

4.4s utilize compositional devices (e.g., repetition/contrast, delayed resolution, augmentation/diminution); and

4.5s arrange vocal and instrumental music for specific purposes and settings.

Standard VI. The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.

6.1s apply basic criteria for evaluating musical compositions, performances, and experiences;

6.2s evaluate specific musical works and styles using appropriate music terminology;

6.3s apply evaluative criteria appropriate for the style of given musical works;

6.4s recognize accurate pitch, intonation, rhythm, and characteristic tone quality;*

6.5s diagnose performance problems and detect errors accurately;*

6.6s offer meaningful prescriptions for correcting performance problems and errors;

6.7s offer constructive suggestions for the improvement of a musical composition; and

6.8s apply knowledge of music forms.*

Standard VII. The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.

7.1s use the TEKS to develop appropriate instructional goals and objectives for student learning and performance, and provide students with multiple opportunities to develop music skills specified in the TEKS;*

7.2s provide students with developmentally appropriate music instruction that is sequenced and delivered in ways that encourage active engagement in learning and make instructional content meaningful;*

7.3s adapt instructional methods to provide appropriate learning experiences for students with varied needs, learning modalities, and levels of development and musical experience;*

- 7.4s provide instruction that promotes students' understanding and application of fundamental principles of music;*
- 7.5s provide each student with varied opportunities to make music using instruments and voice, to respond to a wide range of musical styles and genres, and to evaluate music of various types;*
- 7.6s use varied materials, resources, and technology to promote students' creativity, learning, and performance;*
- 7.7s teach students to apply skills for forming and communicating critical judgments about music and musical performance using appropriate terminology;*
- 7.8s provide each student with frequent opportunities to use critical-thinking and problem-solving skills in analyzing, creating, and responding to music;*
- 7.9s provide each student with opportunities to contribute to the music class by drawing from their personal experiences;*
- 7.10s teach students concert etiquette;*
- 7.11s help students develop an understanding and appreciation of various cultures through instruction related to music history and discussion of current events related to music;*
- 7.12s incorporate a diverse musical repertoire into instruction, including music from both Western and non-Western traditions;*
- 7.13s integrate music instruction with other subject areas;*
- 7.14s promote music as an integral element in students' lives, whether as a vocation or as an avocation;*
- 7.15s encourage students to pursue musical knowledge independently;*
- 7.16s teach students proper health techniques for use during rehearsals and performances;*
- 7.17s use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;
- 7.18s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies; and
- 7.19s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries.

Standard VIII. The music teacher understands and applies appropriate management and discipline strategies for the music class.

- 8.1s manage time, instructional resources, and physical space effectively for the music class;
- 8.2s establish clear behavior guidelines for students and apply appropriate discipline strategies for the music class in various settings; and
- 8.3s manage and document the use and condition of musical instruments and other materials in the music program.

Standard IX. The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.

- 9.1s use multiple forms of assessment and knowledge of the TEKS to help determine students' progress in developing music skills and understanding;*
- 9.2s use ongoing assessment results to help develop instructional plans;*
- 9.3s use standard terminology in communicating about students' musical skills and performances;* and
- 9.4s offer meaningful prescriptions to correct problems or errors in musical performances.*

Standard X. The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

10.1s comply with copyright laws to make appropriate and ethical decisions about the use of music in an educational setting;*

10.2s comply with federal, state, and local policies and regulations concerning the use or performance of music;*

10.3s establish and maintain effective communication with other music educators;

10.4s collaborate professionally with other music educators to strengthen and promote music education;

10.5s maintain ongoing communication with students, parents/caregivers, school personnel, and the community about the music program and its benefits;*

10.6s serve as an advocate on behalf of the music program; and

10.7s serve as an active member of professional music education organizations

Texas Examinations of Educators Standards Music EC-12

- Competency 004: The teacher knows how to read, write and interpret standard music notation.
- Competency 005: The teacher understands methods and techniques of musical composition and improvisation and knows how to arrange music for specific purposes and settings.
- Competency 008: The teacher demonstrates knowledge of methods and techniques for singing.
- Competency 009: The teacher demonstrates knowledge of methods and techniques for playing musical instruments.
- Competency 010: The teacher knows how to conduct vocal and instrumental performances.
- Competency 011: The teacher knows how to plan and implement effective music instruction.
- Competency 012: The teacher knows how to provide students with learning experiences that enhance their musical knowledge, skills and appreciation.

Appendix B

TEXES Domains and Competencies

Texas Examinations of Educator Standards (TEXES)

The Student Learning Outcomes (SLOs) for Wind Ensemble link to the following TEXES domains and competencies necessary to become a music educator in the state of Texas:

Domain II- Music Theory and Composition

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| Competency 004- The teacher knows how to read, write and interpret standard music notation. | D. Recognizes and describes melody, harmony and texture of a musical work (e.g., modal, tonal, atonal, ostinato, doublings, melody and counter melody). |
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| | <p>E. Analyzes chordal structures (e.g., major, minor, dominant seventh, diminished seventh), harmonic progressions, cadences (e.g., authentic, half, deceptive, plagal) and harmonic textures (e.g., polyphonic, homophonic, monophonic)</p> |
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Domain IV- Music Classroom Performance

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| <p>Competency 009- The teacher demonstrates knowledge of methods and techniques for playing musical instruments.</p> | <p>A. Understands performance skills and appropriate playing techniques (e.g., bowing, fingering, embouchure, rudiments) for a range of instruments (e.g., band, orchestral, classroom).</p> <p>B. Understands proper health techniques to use during instrumental rehearsals and performances (e.g., posture, hand position, instrument maintenance).</p> <p>C. Selects appropriate instrumental literature to enhance technical skills and provide musical challenges.</p> <p>D. Understands standard terminology used in communicating about students’ musical skills and performances.</p> <p>E. Knows how to offer meaningful prescriptions for correcting performance problems and errors (e.g., intonation, vibrato, articulation, tone production) and understands the constructive use of criticism when evaluating musical skills or performances.</p> |
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Domain V- Music Education

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| <p>Competency 012- The teacher knows how to provide students with learning experiences that enhance their musical knowledge, skills and appreciation.</p> | <p>A. Demonstrates awareness of the importance of helping students develop music skills that are relevant to their own lives and of providing students with a level of musical self-sufficiency that encourages lifelong enjoyment of music.</p> <p>C. Demonstrates knowledge of various music and music-related career options and knows how to promote music as an integral element in students’ lives, whether as a vocation or as an avocation.</p> <p>E. Knows how to integrate music instruction with other subject areas and analyzes relationships among the content, concepts and processes of music, the other fine arts and other subjects.</p> |
|---|--|