MUSI 4346.001: Orchestration & Choral Arranging  
Spring 2019  
MWF 9:00-9:50 am

Instructor: Ronald D. Scott, Ph.D.  
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Office hours (subject to change depending on studio/lesson schedule):

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Other times to be announced and also by appointment.

**Textbook:**

*Principles of Orchestration.* Rimsky-Korsakov. Available in online format at:


**Supplementary Materials:**

Frequently we will look at examples of orchestration by master composers. To alleviate the prohibitive cost of score anthologies or the purchase of individual score, these examples will most often be taken from the following website:

http://imslp.org/

More specific links will be given as to composer, title, movement and measure numbers (if applicable, as in the case of an excerpt).

Audio examples will be presented in class and/or distributed on Blackboard.

**Supplies:**

Students should bring the following to each class meeting:

- Manuscript paper
- Pencil
- Eraser

**Course Description:**

This course will introduce the principles of effective orchestration and choral arranging techniques. The information in the text regarding ranges and typical usage of voices is essential, and will be used as a foundation for the study of scores and recordings. Emphasis will also be given to the practical needs of music educators as conductors of school performing ensembles, writing and editing arrangements for them. Some assignments will offer students opportunities to develop their creative abilities through the expression of their original musical ideas.
Course Objectives:

Writing exercises:
- Students will demonstrate competency in four-part vocal part writing.
- Students will demonstrate ability to write correctly transposed parts for transposing instruments.
- Students will demonstrate ability to write in characteristic manner for the various instruments of the orchestra.

Analysis:
- Students will demonstrate ability to determine correct sounding pitches when given the written pitches for the various instruments.
- Students will demonstrate timbral discrimination and principles of timbral blending.
- Students will demonstrate ability to identify characteristic writing for the various instruments of the orchestra.
- Students will exhibit familiarity with the range of the instruments of the orchestra.
- Students will demonstrate knowledge of harmony changes resulting from various scale alterations.

Grading Policy:

Grading Scale:
- Projects (averaged) 50%  
  A = 90 - 100%
- Exams (2, each counting 25%) 50%
  B = 80 - 89%
  C = 70 - 79%
  D = 60 - 69%
  F = 0 - 59%

Weekly Meetings:

As this is a directed independent study, we will meet once each week for an hour. You should expect to spend six or more hours each week on the various assignments and projects and come to each meeting with pertinent observations, analysis and questions. Some of these assignments are not necessarily

Assignment Descriptions:

Brief quizzes (usually timed) will be given frequently. They will are intended to review and reinforce concepts that should already be familiar to students from Basic Musicianship I-IV classes. Quizzes may include key recognition, mode and/or scale recognition, chord recognition and other material to be announced.

Project # 1: Portfolio (may be in digital format, if desired) containing copies of assigned papers and projects, and that reflects recognition of the general character of music contained in listening assignments and/or score readings and analysis of various musical elements that create that character. This project is ongoing throughout the semester.

Project # 2: One Hand, One Heart (18 measures, verse only, no introduction or ending). SATB Open scoring (4 staves), with text.
Project #3: Four-voice choral setting of any selection approved by the instructor. May be a capella or accompanied. Strophic form is preferred. Must include:
   a) Introduction
   b) modulatory passage
   c) texture variety (monophonic, homophonic, polyphonic)
   d) ending

Project #4: Comparison of song setting for voice and piano with setting for voice and orchestra. On the score for the piano version, identify and label the instruments used for each part of the accompaniment. Indicate register differences.

Project #5: Create an original arrangement (not a transcription) of a composition for a medium different than the one for which it was originally written. (Example: arrange a composition originally for woodwind quintet to be performed by a string orchestra.)

Schedule of Topics and assignments

Week 1  Introduction and course overview. Vocal ranges and four-part writing. Listening assignment 1 and analytical paper (due week 2) as initiation of Project 1.


Week 3  Counterpoint continued. Writing countermelody, obligato, descant and other contrapuntal devices. Writing introductions and endings. Listening/score reading assignment 3. Project 3 due next meeting.


Week 5  Idiomatic writing for individual instruments: Woodwinds and Brass. Listening/score reading assignment 4.

Week 6  Idiomatic writing for individual instruments: Strings and percussion. Listening/score reading assignment 5.


Week 8  Orchestrating piano music. Project 4 due next meeting.

Week 9  Combining orchestration with other musical elements to suggest a particular character with the music. Listening/score reading assignment 6. Selection for Project 5 due next meeting, with sketch or basic outline for the project.

Week 10  Meet to monitor progress on Project 5. Project 5 due next meeting.

Week 11  Exam 2 (online). Turn in Project 5.

Week 12  Meet for feedback on Project 5 and exam results.
College of Liberal Arts Information

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. (   ) is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeals

As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.
**Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of F on assignments in question, and/or reporting to appropriate personnel or committees within the college and/or university.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.