

University of Utah * School of Music
MUSC 4538: Instrumentation (3-credit)
Spring 2016 * Room: DGH 270 & Marriott Library 1008
Section 001: TH 10:45-12:05

Instructor: Dr. Luke Dahn

Office: DGH 430

Office hours: Monday & Wednesday 1:30-2:45 (...or by appt.) (...or just knock on my office door anytime)

Email: lukedahn@gmail.com (preferred) or luke.dahn@utah.edu Office phone: 801-585-3720

REQUIRED MATERIALS

1. Staff paper (a notebook, or download some here: <http://www.musicshleaf.com/>)
2. Pencils! Please do all analysis and compositional assignments in pencil.
3. A notebook or binder for note-taking.

Also, bookmark this resource! The Instrument Studies for Eyes and Ears (ISFEE) hosted by Indiana University:
www.music.indiana.edu/department/composition/isfee/

SUPPORTING MATERIALS

(Assigned readings will come from these books, which will either be on reserve or made available.)

1. Adler, Samuel. *The Study of Orchestration*, 3rd Edition. (Norton 2002). (PDFs will be provided in Canvas.)
2. Blatter, Alfred. *Instrumentation and Orchestration*, 2nd Edition. (Schirmer 1997). (On McKay Library reserve)
3. Kennan, Kent and Donald Grantham. *The Technique of Orchestration*, 6th Edition. (Prentice Hall 2002)
4. Finale 2014 notation software. (available on school computers)

COURSE DESCRIPTION

Meets with MUSIC 6538. First of two courses. The study of specific characteristics of all standard woodwind, brass, percussion (including piano and harp), and string instruments. Assignments deal with ranges, transpositions, articulations, instrumental idiosyncrasies, and include specific scoring projects.

Prerequisites: "C" or better in MUSC 3540

COURSE OBJECTIVES

In this course, students will...

- develop an understanding of the technical capabilities of all the primary instruments of the orchestra and symphonic band (e.g. ranges, transpositions)
- learn what constitutes *idiomatic* writing for all the primary orchestra and band instruments with all that entails (e.g. general strengths and weaknesses, articulation, timbral capabilities, dynamic capabilities, etc.)
- learn the names of the instruments in other languages
- begin exploring very basic orchestrational ideas (i.e. instruments used in combination)
- develop an ability to *aurally* detect instruments
- develop an understanding of proper musical score and part format
- develop a facility with the Finale notation software program

COURSE WORK

Homework assignments (28% of overall grade (2% each))

You will be required to complete 14 homework assignments throughout the semester. These must be completed in Finale (unless otherwise noted), and Finale files must be submitted electronically via Canvas. **NOTE:** Be sure to check the precise due date and time on the schedule below. I will do my best to send reminders, but you are responsible for keeping track of these due dates.

Important note about all submitted work: While the primary criteria for all graded assignments is an understanding of the concepts covered for each assignment, score presentation will also be a factor! You must present assignments that are neatly and properly notated. Take pride in the presentation of your musical scores, whether they are large projects or simple assignments. (Some grace will be given at the beginning of the semester as we are learning the Finale software.)

2 Short Instrument Presentations (6% of overall grade (3% each))

Through the semester, each student will give two short presentations (no longer than 10 minutes) on the basic technical capabilities of an assigned instrument. Most (if not all) of these presentations will be done in student pairs. The specific content of the presentation should include range, transposition (if applicable), basic technical considerations, strengths and weaknesses, and any other information relevant to the orchestrator. Also, for these presentations, the other sources listed in the "Supporting Materials" of this syllabus (i.e. the Blatter and Kennan textbooks and the ISFEE website) must be consulted, and any complementary or conflicting information found in these sources should be included in your presentations. The assignments will be determined on the first day of class.

3 Short Transcription Projects (18% of overall grade (6% each))

Three short transcription projects will consist of transcribing piano passages or short piano pieces for each of the first three groups of instruments we study – one for string quartet, one for woodwind quintet, one for brass quintet. These projects will also be read through in class.

Projects will be graded according to several criteria: idiomatic and creative use of instruments, proper notation, neat and clear presentation of score and parts. More precise details will be provided in class. In addition, each project will be followed by a short informal reflection (250 word minimum) assignment. The reflection should describe what was learned in the reading session – what worked well, what didn't work well?

Four Tests (28% of overall grade (7% each))

There will be four tests, each of which is worth 6% of your grade. Each quiz will cover one group of instruments (Strings, Woodwinds, Brass & Percussion/Harp) and will include aural components. Details regarding the content of these quizzes will be discussed in class.

Final Project (15% of overall grade)

The final project will consist of orchestrating a short piano or organ work for an ad hoc ensemble that will be determined later and that will include instruments from each of the four groups studied (strings, woodwinds, brass, percussion/harp). Reading sessions will take place during the final exam period on Friday, April 29 at 10:30am. Final submission of these projects will be required by Monday, May 2 at 5:00pm. Students are required to make any changes to projects based on what was learned in the reading sessions. A short written statement describing such changes will accompany the project.

Note about performing: If you volunteer to perform for the Transcription Projects or for the Final Project, you will be rewarded 5 bonus points on whatever projects you perform in. If you do not play an instrument, you can earn bonus points by securing needed performers for these projects. After the first class, we will know what our needs are.

Attendance & Participation (5% of overall grade)

Attendance will be taken each class, and an attendance & participation grade will be given each week. Absences will not be excused unless I am notified prior to class. Students late to class will be given half attendance credit for that day.

GRADE BREAKDOWN

28%	Homework Assignments	(14 x 2%)
6%	Short Instrument Presentations	(2 x 3%)
18%	Transcription Projects	(3 x 6%)
28%	Tests	(4 x 7%)
15%	Final Project	
5%	Attendance & Participation	
100%		

Grade Scale: A 100-93; A- 92-90; B+ 89-87; B 86-83; B- 82-80; C+ 79-77; C 76-73; C- 72-70; D+ 69-67; D 66-63; D- 62-60; E 59-0

OTHER COURSE POLICIES

1. Please communicate! If you have a disability, an illness, a question, a concern, a lack of understanding of a concept, a word of encouragement, please let me know. I have an "open door" policy at all times. The best ways to contact me are stopping by during my office hours and email.

GENERAL COURSE OUTLINE—MUSC 4538

(Subject to change with advanced notice)

Wk	D	Date	Syllabus	LOCATION	Assignment (Note the precise due date!!)
1	T	1.12	Course Introduction (Adler Ch.1)	DGH 270	
	H	1.14	Finale Workshop #1	McKay 100E	
2	T	1.19	Finale Workshop #2	McKay 100E	A1: Finale Assign. #1 (Due Wed 1/20 at 11:59p)
	H	1.21	Orchestra History & Overview; STRINGS Introduction	DGH 270	
3	T	1.26	Individual string instruments (Adler Ch.3)	DGH 270	A1: Finale Assign. #2 (Due Wed 1/27 at 11:59p)
	H	1.28	Bowings; Effects (Adler Ch.2)	DGH 270	
4	T	2.2	Harmonics (Adler Ch.2)	DGH 270	A3: Strings Assign. #1 (Due Mon 2/1 at 11:59p)
	H	2.4	Scoring for Strings (Adler Ch.5)	DGH 270	A4: Strings Assign. #2 (Due Thur 2/4 at 11:59p)
5	T	2.9	Quiz #1 – Strings	DGH 270	
	H	2.11	Excursion: Problems transcribing for Piano	DGH 270	
6	T	2.16	String Quartet Reading Sessions	DGH 270	Transcription Project #1 (Due Tue 2/16 by 10:45a)
	H	2.18	WOODWINDS Introduction; individual woodwinds (Adler Ch.6 & 7)	DGH 270	A5: Reading Session Reflection #1
7	T	2.23	Individual woodwinds (cont.); saxophones (Adler Ch.6 & 7)	DGH 270	A6: Woodwinds Assign. #1 (Tue 2/23 at 11:59p)
	H	2.25	Scoring for woodwinds (Adler Ch.8)	DGH 270	A7: Woodwinds Assign. #2 (Thu 2/25 at 11:59p)
8	T	3.1	Quiz #2 – Woodwinds	DGH 270	
	H	3.3	Excursion: Mixing groups; Final Project Overview	DGH 270	
9	T	3.8	Woodwind Quintet Reading Sessions	DGH 270	Transcription Project #2 (Due Tue 3/8 by 10:45a)
	H	3.10	BRASS Introduction; Individual brass instruments (Adler Ch.9 & 10)	DGH 270	A8: Reading Session Reflection #2
10	T	3.22	Individual brass instruments (cont.); Auxiliary brass (Adler Ch.9 & 10)	DGH 270	A9: Brass Assign. #1 (Tue 3/22 at 11:59p)
	H	3.24	Scoring for Brass (Adler Ch.11)	DGH 270	A10: Brass Assign. #2 (Thu 3/24 at 11:59p)
11	T	3.29	Quiz #3 – Brass	DGH 270	
	H	3.31	Excursion: Misc. Orchestration Concepts; Discussion of Final Projects	DGH 270	
12	T	4.5	Brass Quintet Reading Sessions	DGH 270	Transcription Project #3 (Due Tue 4/5 by 10:45a)
	H	4.7	PERCUSSION, PIANO, HARP Percussion Intro. (Adler Ch.12)	DGH 270	A11: Reading Session Reflection #3
13	T	4.12	Pitched Percussion (Adler Ch.12)	DGH 270	A12: Percussion Assign. #1 (Due Thur 4/7 at 11:59p)
	H	4.14	Non-Pitched Percussion (Adler Ch.12)	DGH 270	A13: Percussion Assign. #2 (Due Tue 4/12 at 11:59p)
14	T	4.19	Harp, Piano, Celesta (Adler Ch.4 & 13)	DGH 270	A14: Harp Assign (Due Thu 4/14 at 11:59p)
	H	4.21	Quiz #4 – Percussion, Piano, Harp	DGH 270	
15	T	4.26	TBD	DGH 270	
	F	4.29	Final Project Readings 10:30a-12:30p	DGH 270	
	M	5.2	FINAL PROJECT DUE BY 5:00pm	DGH 270	

UNIVERSITY POLICY STATEMENTS

ADA Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Faculty and Student Rights and Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning. PPM 6-316. Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning. PPM 6-400.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Accommodations Policy

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness; www.wellness.utah.edu; 801-581-7776.

Incompletes policy

(I) Incomplete grade. Given for work not completed due to circumstances beyond your control. You must be passing the course and have completed at least 80% of the required coursework. Arrangements must be made between you and the instructor concerning the completion of the work. You may not retake a course without paying tuition. If you attend class during a subsequent term, in an effort to complete the coursework, you must register for the course. Once the work has been completed, the instructor submits the grade to the Registrar's Office. The "I" will change to an "E" if a new grade is not reported within one year. A written agreement between the student and the instructor may specify the grade to be given if the work is not completed within one year. Copies of the agreement are kept by the instructor and the academic department.

O. Attendance Requirements (<http://www.regulations.utah.edu/academics/6-100.html>)

1. The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor.
2. Students absent from class to participate in officially sanctioned University activities (e.g., band, debate, student government, intercollegiate athletics) or religious obligations, or with instructor's approval, shall be permitted to make up both assignments and examinations. The University expects its departments and programs that take students away from class meetings to schedule such events in a way that will minimize hindrance of the student's orderly completion of course requirements. Such units *must* provide a written statement to the students describing the activity and stating as precisely as possible the dates of the required absence. The involved students *must* deliver this documentation to their instructors before the absence.
3. Except in cases of sudden illness or emergency, students shall, in advance of the absence, arrange with the instructor to make up assignments (see policy on assignments in #4 of the course evaluation section above).
4. Unexpected University facility closures due to weather, emergency or disaster may occur from time to time. Students may be required to complete coursework missed due to these or other class cancellations; however, instructors requiring mandatory make-up sessions may not penalize students if they are unable to attend due to time conflicts, etc.

Non-Contract Note

"The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification."