

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: MUSI 115
Course Title: Small Ensemble-Recorder

Year: 2024-2025
Credit Hours: 1

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course helps students develop the skill of playing in a group. Students learn by performing a variety of music from all parts of the world. The course is open to students with some experience playing the recorder or other instrument. It may be taken more than once. Familiarity with basic melody and rhythmic notation. Prerequisite: RDNG 099 if required by placement testing. F1 Cr. (1 Lec.) Fall and spring semesters.

Course Context/Audience

Students will get sufficient training to consider music as a minor or major in any university.

Basic Skills/Entry Level Expectations

Writing: W0 Course requires very limited or no writing.

Math: M0 Course requires very little or no math.

Reading: R2 Before taking this course, students must have a C or better in RDNG 099 or assessment indicating that RDNG 099 was not required.

Course Goals

This course will help students

Learn sight-reading skills.

Practice fingers flexibility, simple tonguing, hands and body positions.

Work on tone production.

Work accurately and thoroughly in a slow speed.

Progress from very easy to advanced work.

Learn how to use music to manage their mind, body and mood.

To develop their ensemble skills.

Learn to read ahead to broaden practicing awareness.

Learn active interaction and increase their musicianship.

Course Objectives/Topics

Objective/Topic	% Course
The learning approach to this course is designed to help students: Grasp music, grammar, and vocabulary;	20-40%
Use appropriate grammar and vocabulary for accelerated sight-reading;	10-30%
Develop technical facility;	20-40%
Use effective practicing skills;	20-40%
Bring their level of note reading near to their level of playing;	20-40%
Sharpen their performance skills and confidence;	20-40%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	NA
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	The course focuses on the importance of music to the quality of human life.

Instructional Methods

Playing in a group helps students develop a sense of incorporation, brings fun, and induces a sense of humor.

Methods of Assessment/Evaluation

Method	% Course Grade
Class participation	55%
Term Project (mastering pieces)	40%
Final Recital	5%

Text(s)

Chamber Ensemble Literature

PRACTICE GUIDELINES Practice pieces for sight-reading. Attempt to work accurately and thoroughly in a slow speed. Work on tone production and phrasing. Practice scales and technical exercises. Two hours a week of efficient practice outside of classroom is expected.

A CHECKLIST FOR ENSEMBLE PLAYERS

Above all, watch and listen.

1. **Be bold.** Or, as musicians say, “play out!” no matter how uncertain you feel. Overly cautious playing causes the music to falter, even if you’re right!
2. **Prepare for entry.** Fill your lungs, get your instrument ready with your fingers on the starting note, watch and/or listen for your entrance.
3. **Keep going.** Never stop playing because you made a mistake; play right over it and keep your place. (Also don’t try to correct a mistake if it puts you out of rhythm with the group).
4. **Mark your music.** Always write in pencil and erase your marks afterward if the music is borrowed. Use a soft lead and BIG marks that you can see for repeats, breathing places, articulation, fingering, tricky rhythms, etc. DON’T TRUST YOUR MEMORY.
5. **Practice...**but do it at home. Mark the passages that need work (you seldom need to practice the entire piece every time). When faced with an impossible section, play the notes you can, even if it’s only the downbeat, and KEEP THE RHYTHM GOING. If parts other than yours are going over their own difficult lines, do a “silent fingering” practice on your own part. DON’T USE THE TIME FOR SOCIALIZING.

Bibliography

No print resources specified

Other Learning Resources

Audiovisual No resources specified
Electronic No resources specified
Other No resources specified