



**Douglas
College**

**EFFECTIVE: SEPTEMBER 2003
CURRICULUM GUIDELINES**

A. Division: INSTRUCTIONAL Effective Date: September 2003

B. Department / Program Area: LANGUAGE, LITERATURE AND PERFORMING ARTS Revision New Course

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C: MUSC 488 D: Guitar Ensemble IV E: 1

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description: An ensemble class for guitarists who will rehearse and perform appropriate classical repertoire from two to four parts. Emphasis is placed on the development of sight-reading ability, ensemble skills and musical style. The group will perform at least once per semester.</p>		
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Rehearsal</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>2 hours per week per semester</p> <p>Number of Weeks per Semester:</p> <p>15 weeks per semester</p>	<p>H: Course Prerequisites: Music 388 or Permission of Instructor</p>	
	<p>I: Course Corequisites: None</p>	
	<p>J: Course for which this Course is a Prerequisite None</p>	
	<p>K: Maximum Class Size: 15</p>	
<p>L: PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input type="checkbox"/> College Credit Non-Transfer</p> <p><input checked="" type="checkbox"/> College Credit Transfer: Requested <input checked="" type="checkbox"/> Granted</p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

<p>M: Course Objectives / Learning Outcomes</p> <p>Through the exploration of appropriate repertoire, successful student should be able to:</p> <ol style="list-style-type: none"> 1. Develop sight reading skills 2. Acquire the ability to establish a group tempo through a pick-up or beat indicated by the leader 3. Develop rhythmic accuracy and control of tempo 4. Acquire a sense of group dynamics including: <ul style="list-style-type: none"> – the overall dynamic of the ensemble – balance and the relative importance of the various parts 5. Develop clarity of articulation 6. Control tone production 7. Establish an awareness and development of style and performance practice regarding the various periods of music. 								
<p>N: Course Content:</p> <ol style="list-style-type: none"> 1. Knowledge of ensemble repertoire, appropriate to the group's level 2. Basic rehearsal discipline, preparation of parts, concentration and attention to the conductor or leader 3. Ensemble listening skills 4. Basic skills in music handling, set up, page turning, appropriate part marking 5. Efficient use of rehearsal time 6. An ability to work well in a group 7. An ability to work with a variety of personalities in a compatible way 8. Proper stage dress and deportment 								
<p>O: Methods of Instruction</p> <p>Coaching and rehearsal of the instrumental ensemble.</p>								
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>Course materials will be provided by the instructor</p>								
<p>Q: Means of Assessment</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Assigned excerpts (minimum of four)</td> <td style="text-align: right;">50%</td> </tr> <tr> <td>Contribution to ensemble (tone, dynamics, balance)</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>*Participation (attention and attitude)</td> <td style="text-align: right;"><u>25%</u></td> </tr> <tr> <td></td> <td style="text-align: right;">100%</td> </tr> </table> <p>*Grades are based on the instructor's evaluation of the student's regular preparation for rehearsals, attentiveness and effort during rehearsals, and musical contribution to the ensemble. Frequently during the semester, certain passages of music will be assigned to be learned for an upcoming rehearsal and will be heard by the instructor. Students are graded on their achievement on these assignments.</p>	Assigned excerpts (minimum of four)	50%	Contribution to ensemble (tone, dynamics, balance)	25%	*Participation (attention and attitude)	<u>25%</u>		100%
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Contribution to ensemble (tone, dynamics, balance)	25%							
*Participation (attention and attitude)	<u>25%</u>							
	100%							
<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No.</p>								

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar