Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: School of Music
Course Title: Chamber Ensembles
Course Number: MUSI 162A

Type of Request: New One-time Only Renew* Change Remove
Rationale:

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL
1-2 credit hour courses in music conform to commonly accepted practices in higher education in Schools of Music for applied learning and include skills courses, laboratory ensembles and studio work. This mode includes activities where students receive hands-on learning experience continually supervised by the instructor. Work is normally completed in the learning environment, but may include out-of-class assignments. The contact hours are devoted primarily to practice, mastery, clarification, and application of material, rather than presentation of new or theoretical material.

II. ENDORSEMENT / APPROVALS

* Instructor: Professor Margaret Lund Schuberg
  Phone / Email: #4271 margaret.schuberg@umontana.edu

Program Chair: Dr. Kevin Griggs, interim Director
Dean: Dr. Stephen Kalm

*Signature* [Signature] *Date 2/22/16

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See Preamble

String, woodwind, brass percussion, piano and vocal chamber ensemble instruction. Opportunity to explore, through rehearsal and performance, chamber music repertoire drawn from a variety of historical periods. The student is trained in the proper phrasing, articulation, and dynamics specific to each style. Open to players of all appropriate instruments. This foundational course provides the student the opportunity to acquire introductory skills in a group setting and to engage in the creative process. This "learning by doing" course offering involves the student by way of interpretive performance and critical assessment of their own work and assists in the cultivation of an appreciation of the humanities and history of different global cultures. The thrust of the course is active involvement of the student in the creation or performance of a work of art. Required in the music major: Bachelor of Music

IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Courses guide students, whether in individual or group settings, to acquire foundational skills to engage in the creative process and/or in interpretive performance.
Fundamental issues dealing with basic techniques as related to the chamber music medium and interpretation are studied and explored for a perspective of aural, visual and kinesthetic involvement. The student is asked to engage in the creative process by way of performance during the course and within the context of discussions with the instructor. In addition, they are asked to engage in critical assessment of their own work during rehearsals and after performances.

2. Through direct experience (for example, attendance and involvement with live performance, exhibitions, workshops, and readings), they will engage in critical assessment of their own work and the work of others.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Express themselves in the making of an original work or creative performance.

   Goals: Students are asked to express themselves at each practice sessions/rehearsal; to perform the selection or technique to be learned or explored. Material presented for study represents styles and genres from a global perspective. Western and non-western composers and styles are presented as well as music from a wide varied of historical time periods. In addition, students are asked to apply a fundamental knowledge of music theory and history to their performances, the structures and forms of the artistic language to convey meaning. Students present the product of their work at several concerts throughout the academic year. Critiques and reviews are done after each performance.

2. Understand the genres and/or forms that have shaped the medium.

3. Critique the quality of their own work and that of others.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

   University of Montana, Chamber Music Ensemble, Assessment

1. Instructor assigns appropriate literature to the ensemble.

2. Students are assessed on weekly attendance and participation in the ensemble. Students are graded on a final performance, and perhaps extra performances as deemed appropriate by the instructor.

3. Students are expected to come fully prepared to each rehearsal. The instructor will discuss important issues such as pitch, rhythm, balance, blend, and style.
A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B- D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1.

2.

3.

C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

D. ASSESSMENT FEEDBACK

[This section is optional. Assessment feedback can be reported if it is available.]

Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

VII. SYLLABUS AND SUBMISSION
Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Expressive Arts Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.

Syl-F15-MU162A-06-MS
Syl-F15-MU362-09-MS

UNIVERSITY OF MONTANA
SCHOOL OF MUSIC
UM FLUTE CHOIR FALL 2015
MUSI 162A 06 #72615
MUSI 362 09 #72633

Audition Required
Friday-1:10 to 2:00 pm
Music Building, Music Recital Hall
Professor Margaret Lund Schuberg, Director
Office Phone: 243-427 - Email: margaret.schuberg@umontana.edu
Office hours: Tuesday and Thursday 8 am and Friday 2 pm
Megan Makeever, Assistant Director

PERIODICAL: Flute Talk Magazine

MATERIALS:
Flute Choir music is provided through the University of Montana.
Supplemental materials as needed.
Bring a pencil to rehearsals.
Flute Group E-mail Access.

COURSE OBJECTIVES AND GOALS:
To perform at various times during the semester.
To discuss topics weekly pertaining to the flute.
To have students perform in front of their colleagues.
To discuss weekly flute topics.

CLASS STRUCTURE:
Flute Choir is structured to enhance and educate the flute majors and minors at the university. Various performances as
Well as pertinent flute topics are discussed throughout the semester. Current flute issues are discussed as well. While synthesis is a lifetime process, students will work on musical pitch and harmonies, reaching their best capabilities in performance with a flute choir setting. They will use aural, verbal analysis.

Repertoire for Fall 2015
TBA

ASSESSMENT:
Grading is traditional letter grade
1/3 Attendance
1/3 Performance
1/3 Participation

Academic Misconduct and the Student Conduct Code - All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at www.umt.edu/SA/VPSA/Index.cfm/page/1321.

“The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. For more information, please consult http://www.umt.edu/disability.”