

7514a String Arranging
Spring, 2024
Vincent Leonard
Instructor email: vleonard@vandercook.edu

Course Description

This course is designed for the K-12 educator who would like to explore arranging for strings. Activities include score reading and analysis, planning arrangements.

Special attention will be given to orchestration tips and arranging techniques

Lesson projects will include orchestrating from piano parts to creating your own original arrangements.

No previous experience with string writing or playing is required!

This Syllabus is subject to change upon notification to the students

Teacher and Class Communication

If you wish to contact me privately, please use the Schoology message system. There is an envelope icon at the top right of the Schoology homepage when you log in. You can send me a private message there. If you do use email to contact me, please also send a message on the Schoology system in case your message gets sent to my spam folder. If you want to post a question or comment for the entire class to see, when you are logged into the course, on the left navigation bar, click “Updates” and enter your question or comment.

Course Calendar

Unit/Week 1:

Topic 1: String Section Overview, Arranging vs Orchestration

String Section Size

Recording Clinic

Arranging: Rhythmic Settings – Strauss Waltz

Unit/Week 2:

Topic 2: The Violin: Basic Information

Fingering Position, Strength of Lower Register, Uniqueness of Dexterity

Theory 101: A review of all you’ve forgotten since college

Instrument range in Finale and Sibelius

Orchestration: Orchestrating Piano Music

Arranging: Harmonizing A Melodic Line

Unit/Week 3:

Topic 3: The Viola: Basic Information

Limitations of range, character of registers, capacity for blending & patterns

Uniformity In Number of Notes

Adding Motion to Inner Voices

Unit/Week 4:

Topic 4: The Cello: Basic Information

Cello Registers defined by Clefs, Extended fingering range, Unison with Double Bass

Accompaniment Construction

Piano Sustain Pedal Figures

Texture, Balance and Function

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Unit/Week 5:

Topic 5: The Bass: Basic Information
Unisons and Octaves
Planning An Arrangement
Modulations
Orchestration Mid-term Part 1

Unit/Week 6:

Topic 6: Bowing, Effects & Bowing Effects
String Equivalency
Ideas & Self Criticism
Bowing Exercise
Orchestration Mid-term Part 2

Unit/Week 7:

Topic 7: Pizzicato Strings
Storytelling
Writing Introductions
The first melodic statement
Hocket Project
Composition Tricks

Unit/Week 8:

Topic 8: Divisi & Muted Strings
Film Music
Modes in Film Music
Film music analysis
Tone Poem Project

Unit/Week 9: String Stops

Topic 9: String Stops
Jazz and the American Songbook
Guide tones
Constructing a 4-part jazz voicing
Chord substitution
Beginning and ending a phrase

Unit/Week 10: Pop And Rock Music

Topic 10: Natural and Artificial Harmonics
Sting, Peter and Joni explore the orchestra
Sources of ideas and inspiration for reimagining pop material

Unit/Week 11:

Topic 11: The Orchestra
Blending Instruments: The Zed Clef
Marking Your Scores
Orchestration: Tutti Chord Analysis
Ravel Orchestra Score Analysis

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Unit/Week 12:

Topic: 12: Arranging The Traditional Popular Song

Orchestration: Jazz Strings

Arranging: The Mashup

Creating Parts for Your Ensemble

Copyright and Licensing Music

Instructional Materials

Required software: Students must have a music notation software or digital audio sequencer package capable of producing a printed score (to be submitted in PDF format) and an mp3 playback of the score. Support will be provided for Finale and Sibelius if needed.

Required textbooks: *Professional Orchestration: Volume 1: Solo Instruments and Instrumentation Notes*

by Peter Lawrence Alexander

ISBN-13: 978-0-939067-70-1

A Practical Handbook: From Piano To Strings

By Joseph Wagner

ISBN-13: 978-0-939067-96-1

Course Learning Objectives

Students should learn and be able to demonstrate:

1. Input notation using the mouse, and computer keyboard (MIDI keyboard optional).
2. Edit, modify, and customize your scores and parts.
3. Scan music and import MIDI files.
4. Score and compose your own examples of specific interest to you.
5. Share your Sibelius files with others via various methods.
6. Use plug-ins and apply special aspects of Sibelius.
7. Use a variety of methods to solve questions and problems in Sibelius.

Course Interaction

Students are expected to engage in regular interaction with the instructor and their classmates throughout this online course. Interaction is required both synchronously and/or asynchronously via a variety of formats in each and every lesson. Students are expected to use the internal private message feature in Schoology when communicating privately with the instructor. Students will also receive weekly announcements and posts in the Updates section of the course where they can reply with questions and/or comments. Students are encouraged to post questions for the class in the Updates area. During the course, students will engage in a weekly discussion, workshop, and assignment, posed by the instructor. Posting and responding to posts by other class members is a course expectation and requirement. The instructor will actively moderate discussion questions and interact with students on a weekly basis.

Starting in the second week of the course, the instructor will schedule a live audio chat session made available to all members of the class. The time and day of the chat will be determined in the first week of the course via an online questionnaire. Attendance in chat sessions is optional as these sessions provide a means for students who need additional assistance and have questions about the course content. All chat sessions are recorded and posted to the Updates section of the course. Students are encouraged to review the recording of each chat if they are unable to attend.

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MECA courses and ISBE Standards

MECA courses, by their very nature and design, address the ISBE Music Content and Professional Teaching Standards throughout the course content. Music technology courses also incorporate the ISBE Technology Standards.

VanderCook Candidate Outcomes Addressed

The outcomes that the College strives to develop in its teacher candidates were derived from the institution's Conceptual Framework and are expressed in its core dispositions. This course addresses the following Candidate Outcomes:

1. Academic ability and diligence leading to a lifetime of learning
2. Skill in the process of teaching
3. Self-discipline and persistence
4. Interpersonal and intrapersonal skills
5. Good citizenship and personal integrity
6. Professionalism in action and word.

Course Requirements and Exit Assessment

Each student will complete the course evaluation

Grading

I want everyone to have ample opportunity to learn the course material. Consequently, I'm not super strict on assignment due dates because I understand how a busy life, family, and a day job can interfere with your studies. However, I must set down some guidelines to encourage timely participation, which is key in this online course format. Here are the specifics:

- An assignment handed in a week late will be automatically docked one letter grade. (For example, from an A down to a B.)
- An assignment handed in two weeks late will be automatically docked two letter grades. (For example, from a B down to a D.)
- An assignment handed in more than three weeks late will not receive credit. (There are no exceptions to this rule because three weeks is ample time to get your work in. If you are experiencing extenuating circumstances, please send me a message and we can discuss options at that time.)
- Assignments handed in more than one week after the last week of class will not receive credit. (Exceptions to this rule may be granted in the case of illness or a death in the family.)

You may have one "do-over" per assignment and it must be submitted within one week of the time that I posted the grade for that assignment. If your do-over reflects a better understanding of the lesson, I will re-grade the assignment. Again, you must turn in your revised assignment within a week of receiving the grade for your original assignment or it will not be eligible for a re-grade. Assignments that are handed in more than two weeks late to begin with are not eligible to be resubmitted.

If you ever find yourself stuck on an assignment and lagging behind, try perusing your classmates' assignments and my responses to their posts. You will often find helpful hints and suggestions about how to complete the assignment, what to look out for, and what I'm looking out for when I'm grading the assignment. This is a special bonus of this online environment, where you can review my comments on your classmates' assignments before posting your own assignment.

The key to success is regular study time and staying in communication with me if you have any

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problems or questions.

Grades will be based on

- Weekly Assignments: 50%
- Participation in class discussion posts: 50%
- (Class Chats are optional)

Grading Scale

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 & below

Academic Honesty

Students are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:

- Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.

Plagiarism

Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source.

Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

Disability Statement

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If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.