

Washtenaw Community College Comprehensive Report

MUS 104 Performance Workshop Ensemble Effective Term: Winter 2014

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: Performing Arts

Discipline: Music

Course Number: 104

Org Number: 11630

Full Course Title: Performance Workshop Ensemble

Transcript Title: Performance Workshop Ensemble

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Course Change

Change Information:

Course title

Course description

Outcomes/Assessment

Rationale: Changing to a more descriptive title. The old title was misleading and enrollment was low.

Proposed Start Semester: Winter 2014

Course Description: In this course, students explore the fundamentals of professional stage persona and etiquette through live events and concerts performed at WCC and throughout the community. The genres of music performed will range anywhere from rock, hip-hop, R & B, pop, and jazz. The instrumentation will focus on lead and rhythm guitar, electric bass guitar, piano, synthesizer, drums, woodwind, brass, strings, and vocals. Collaboration with stage and lighting technicians will round out the experience, allowing students to gain professional training in creating the ultimate concert experience. The title of this course was previously Top 40 Combo.

Course Credit Hours

Variable hours: No

Credits: 2

Lecture Hours: Instructor: 30 **Student:** 30

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 30 **Student:** 30

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

No Basic Skills Prerequisite

College-Level Math

Requisites

General Education

Degree Attributes

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Stage presence - Develop people and musical skills for entertaining an audience. Capture and hold the audience's attention while providing entertainment.

Assessment 1

Assessment Tool: Videotape of combo performing in front of an audience in a professional setting

Assessment Date: Fall 2015

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score an average of 2 (out of 3) or higher.

Who will score and analyze the data: Departmental faculty

2. Building a repertoire - Select songs and music based upon various factors such as the targeted audience's age group, the type of event and the performer's musical capabilities.

Assessment 1

Assessment Tool: Videotape of combo performing in front of an audience in a professional setting

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Who will score and analyze the data: Departmental faculty

3. Choreograph an entire stage show.

Assessment 1

Assessment Tool: Videotape of combo performing in front of an audience in a professional setting

Assessment Date: Fall 2015

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score an average of 2 (out of 3) or higher.

Who will score and analyze the data: Departmental faculty

4. Professionalism - Select appropriate wardrobe, demonstrate the proper way to speak to an audience and interact with potential employers. Establish an image as a musician.

Assessment 1

Assessment Tool: Videotape of combo performing in front of an audience in a professional setting

Assessment Date: Fall 2015

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all

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Who will score and analyze the data: Departmental faculty

Course Objectives

1. Identify people skills needed for entertaining an audience.

Matched Outcomes

1. Stage presence - Develop people and musical skills for entertaining an audience. Capture and hold the audience's attention while providing entertainment.

2. Identify ways to capture the audience's attention.

Matched Outcomes

1. Stage presence - Develop people and musical skills for entertaining an audience. Capture and hold the audience's attention while providing entertainment.

3. Identify strategies to hold or recapture the audience's attention.

Matched Outcomes

1. Stage presence - Develop people and musical skills for entertaining an audience. Capture and hold the audience's attention while providing entertainment.

4. Develop musical skills for entertaining an audience.

Matched Outcomes

1. Stage presence - Develop people and musical skills for entertaining an audience. Capture and hold the audience's attention while providing entertainment.

5. Perform as the combo's leader for the audience for a single song.

Matched Outcomes

1. Stage presence - Develop people and musical skills for entertaining an audience. Capture and hold the audience's attention while providing entertainment.

6. Introduce the song and practice 2-way communication with the audience.

Matched Outcomes

1. Stage presence - Develop people and musical skills for entertaining an audience. Capture and hold the audience's attention while providing entertainment.

7. Identify the characteristics of the target audience, particular age group and type of event.

Matched Outcomes

2. Building a repertoire - Select songs and music based upon various factors such as the targeted audience's age group, the type of event and the performer's musical capabilities.

8. Choose songs that fit the combo's musical capabilities.

Matched Outcomes

2. Building a repertoire - Select songs and music based upon various factors such as the targeted audience's age group, the type of event and the performer's musical capabilities.

9. Identify characteristics of 'popular' and 'dance' music.

Matched Outcomes

2. Building a repertoire - Select songs and music based upon various factors such as the targeted audience's age group, the type of event and the performer's musical capabilities.

10. Identify unfulfilled requests, investigate and add to repertoire if appropriate.

Matched Outcomes

2. Building a repertoire - Select songs and music based upon various factors such as the targeted audience's age group, the type of event and the performer's musical capabilities.

11. Phrase notes to complement other instruments.

Matched Outcomes

2. Building a repertoire - Select songs and music based upon various factors such as the targeted audience's age group, the type of event and the performer's musical capabilities.

12. Identify the various aspects of choreography.

Matched Outcomes

3. Choreograph an entire stage show.
 13. Demonstrate the ability to choreograph in two or more styles.

Matched Outcomes

3. Choreograph an entire stage show.
 14. Perform as a combo, complementing other performers.

Matched Outcomes

3. Choreograph an entire stage show.
 15. Create "a show" by organizing musical and non-musical stage

Matched Outcomes

3. Choreograph an entire stage show.
 16. Identify different forms of professionalism, including but not limited to: wardrobe and style; neatness and good hygiene; appropriate stage presence; awareness of the environment; conduct business in a professional manner; promptness; sound levels appropriate for audience, environment and music; and group (not individual) attitude.

Matched Outcomes

4. Professionalism - Select appropriate wardrobe, demonstrate the proper way to speak to an audience and interact with potential employers. Establish an image as a musician.

New Resources for Course

Course Textbooks/Resources

- Textbooks
- Manuals
- Periodicals
- Software

Equipment/Facilities

Reviewer

Action

Date

Faculty Preparer:

John Lawrence

Faculty Preparer

Aug 29, 2013

Department Chair/Area Director:

John Lawrence

Recommend Approval

Sep 06, 2013

Dean:

Dena Blair

Recommend Approval

Sep 09, 2013

Vice President for Instruction:

Bill Abernethy

Approve

Oct 01, 2013