

Ensemble I

MODULE HANDBOOK

Instrumental Faculties

Term: Spring-Fall Semesters

MMA203

Credits 2

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This handbook provides information about the module and its operation. Please study it carefully.

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1. Introduction / welcome

This module is designed to introduce students of all instrumental majors, including piano, strings, winds, brass and percussion, to a range of practical study of chamber music performance and to an extensive way of attaining the interpretations of different styles of ensemble repertoire. The course consists of two patterns: (A) groups with piano majors as representative players and (B) groups with wind, brass or percussion majors as representative players. Students choose and form their own groups and will be instructed by appropriate instrumental faculty members.

2.0. Module Description

2.1 Overall Module aims:

The module aims to explain that its practical lessons will introduce students to basic issues involved in understanding the music for chamber music performance. Through the practical lessons, students will experience and gain the sense of listening to other parts of ensemble. At the same time, each student should have active and musical initiative in order to stand as an independent musician.

2.2 Subject Specific Module aims:

In pattern (A), specific duo and trio repertoire mainly of Classic style is assigned. The instructing team consists of a piano faculty and a string or wind faculty members. It is recommended that a single work is studied through one year, learning a movement or two in each semester. In pattern (B), each group is free to select its repertoire, as long as it takes less than 15 members. Duos are not permitted except for percussions. One wind or percussion faculty member undertakes the lessons. In both patterns, students are not able to choose the instructor.

2.3 Skills and abilities

The principles of various chamber music repertoire are studied through performances and practical lessons. As ensembles can only be established by having co-players, the initial step requires the ability to seek for performance partners crucial for the repertoire. In order to attain the sense of musical structure and texture, it is necessary to understand the form and harmonic components of the work. Students will learn to practice and prepare for formal performance examinations at the end of semesters.

2.4 Applied learning

The students are introduced to a range of performance styles through ensemble works. The technicalities and listening skills of ensemble playing can be applied to various fields of music, such as orchestral and accompaniment opportunities. In addition, a mixture of coordination skills is

required: For instance, finding partners, contacting with instructors, scheduling procedures, reserving practice and lesson rooms, and submitting necessary paper materials.

3.0. Learning outcomes

3.1. Learning outcomes – overall

On completion of this module, students should be able to:

- demonstrate and apply appropriate basic ensemble technique and interpretive knowledge to the performance of ensemble music
- comprehend, apply and critique key concepts in a range of different musical perspectives
- draw connections between each element of the module and with concurrent and previous studies

3.2. Learning Outcomes - Specific

On completion of this module, students should be able to:

- prepare one chamber music composition for performance examination at the end of each semester
- recognize different approaches to the styles of ensemble repertoire
- play with active initiative each student's part in the ensemble

4.0 The module team

The address for the Department within which your module is situated is:

Tokyo College of Music
1-9-1 Kamimeguro,
Meguroku, Tokyo

Staff involved in the organisation and delivery of this module are as follows:

*TheRegistration
Office*

Module Leader

gakubu@tokyo-ondai.ac.jp

Module Leader

The Module tutor has the overall responsibility for organising, delivering and assessing a module. It is the Module Leader who you should see with any queries or problems related to a specific module, if the Course administrative officer cannot help.

Nahoko Sakiya

*Course
administrator*

ESC-office

nahoko_sakiya@tokyo-ondai.ac.jp

Course administrator

The Course Assistant has responsibility for providing a full and responsive administrative service in support of the processes and procedures associated with student and course administration.

5.0 Indicative Syllabus

This course is made up of four 45-minute lessons per semester. Only the registered students can participate in the ensemble. Wind and percussion students can take parts in both pattern A and B though the allotted credit remains two. String students cannot act as representative players. The repertoire of different styles is introduced for study and for preparation of end-of-semester examinations. Students are expected to practice on their own prior to each lesson.

6.0. Delivery Information:

| Week | Title | Synopsis |
|------|---|--|
| 1 | Course orientation, goal setting and introduction | The function of each part in ensemble, the characteristics of ensemble repertoire and how the repertoire can be applied to solo study are explained. |
| 2 | Lesson of the First Movement | Confirmation of form, tonality, and harmonic structures. |
| 3 | Lesson of the First Movement | Understanding the composer's writing style. |
| 4 | Lesson of the First Movement | Considering tone colours, especially regarding the ensemble's instrumental combinations. |
| 5 | Lesson of the Second and/or Third Movements | Make the well-balanced sound and breathing considering each instrument's technical problems. |
| 6 | Lesson of the Second and/or Third Movements | Explore the musical expressions to relate to other composers' works. |
| 7 | Lesson of the Second and/or Third Movements | Preparing for the performance examination. |
| 8 | Summary | Reflecting on the imposed ensemble problems for further study. |

7.0 Independent study – Preparation for lecture

Students are expected to spend necessary hours of practice, individually and in group, each week prior to and after lessons. Each student is required to pick up performance problems on his/her own in order to be able of concentrate on ensemble playing. The performances should be prepared with understanding of form and organization of each movement.

8.0 Assessment and practical tasks:

Assignment:

Final evaluation will be based on completion of the following: Performance examination 100%

| Module Grading Bands | | |
|-----------------------------|--------|--|
| S | 90% + | <p>Excellent demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • well structured assignment that addresses the learning outcomes and specific criteria for the module • critical understanding/application is evident through systematic and relevant coverage of content • clearly communicated in a style appropriate to the assessment brief • accurate and predominately consistent use of a recognised referencing system • wide range of appropriate sources |
| A | 80-89% | <p>Very good demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • well structured assignment that addresses the learning outcomes and specific criteria for the module • critical understanding/application is generally evident in the coverage of content • clearly communicated in a style appropriate to the assessment brief • predominantly consistent and generally accurate use of a recognised referencing system • good range of appropriate sources |
| B | 70-79% | <p>Good demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • fairly well structured assignment that addresses the learning outcomes and specific criteria for the module |

| | | |
|------------|--------|--|
| | | <ul style="list-style-type: none"> • some critical understanding/application is evident through coverage of content which is also descriptive • good communication in a style appropriate to the assessment brief • predominantly consistent and generally accurate use of a recognised referencing system • a range of appropriate sources |
| C | 60-69% | <p>Adequate demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • adequately structured assignment that addresses the learning outcomes and specific criteria for the module • largely descriptive with some critical understanding/application evident through coverage of content • communicates in a style appropriate to the assessment brief • attempts to use a recognised referencing system but may have occasional systematic errors • a limited selection of appropriate sources |
| D+ Fail | 40-59% | <p>Limited demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • poorly structured assignment that does not completely address the module learning outcomes and specific criteria • work is descriptive in its coverage of the content • poor communication that does not use a style appropriate to the assessment brief • use of recognised referencing system is systematically inaccurate throughout the document • an insufficient range of appropriate sources |
| D Fail | 10-39% | <p>Poor demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • poorly structured assignment that does not address the learning outcomes and specific criteria for the module • coverage of the content is inadequate or incomplete • poor communication that does not use a style appropriate to the assessment brief • recognised referencing system is not used • sources are very limited or absent, or over reliance on one or two |

| | | |
|------------|------|--|
| | | sources |
| D- Fail | 0-9% | Very poorly structured assignment that does not address any of the learning outcomes or the specific criteria for the module |

9.0 Further Reading Sources

Editions of scores will be recommended and assigned by each instructor.