

Module Title	Orchestration 2			
Brief Description	This module continues from Orchestration 1. As well as expanding on areas previously covered, techniques such as arranging are explored.			
SCQF Level	9			
Credit Rating	10 SCQF Credits / 5 ECTS credits			
Status (Core/Option/CRSC)	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: BMus 3, 4 (all pathways), BEd 3, 4; MMus			
Pre-requisites	C2 or higher in Orchestration 1			
Co-requisites	None			
Anti-Requisites	Arranging for Brass, Wind & Percussion			
Maximum number of Students	As per prog.	Minimum number of Students	1	
Learning Modes		Hours per week/task	No. of Weeks	Total (hours)
Lectures		1	5	5
Seminars		1	4	4
Workshops		2	4	8
Independent Study				83
Total Notional Student Effort				100
Module Co-ordinator	Dr Colin Broom			
Module Aims	This Module is designed to: <ul style="list-style-type: none"> • Deepen students' understanding and skills in orchestration/arranging/reduction. • Further develop an imaginative and creative approach to the art of orchestration and arranging for a variety of ensembles, including orchestra. 			
Module Content	Through lectures, you will learn about various aspects orchestration, arranging and reduction. Through seminars, guided by the tutor, you will evaluate your work and that of others to improve and refine your orchestration and arranging skills. Through workshops, you will learn about the success of your work through hearing your work and via discussion with tutors and players.			
Learning Outcomes	On successful completion of this module you will be able to:			
LO1	Apply skills in orchestration/arranging/reduction in music scored for various ensembles (or reduced for a smaller group of instruments)			

LO2	Prepare score & parts for performance with accuracy and overall clarity.	
LO3	Explain and rationalise your orchestration and arranging ideas and interpretive decisions to a specialist audience via written notes on each work submitted.	
Assessment 1, Type and Weighting	Folio of Orchestrations (100%) You will be assessed through a folio (100%) comprising a set of orchestrations accompanied by written commentaries on the techniques used. See Moodle for the assessment briefing paper.	
Assessment Criteria for Assessment 1	<ul style="list-style-type: none"> • an awareness and comprehension of the musical and stylistic demands of the original work(s) chosen for orchestration, arrangement or reduction • competent handling of the specific instrumental, orchestrational and notational features within each submitted work • an ability to produce full scores which are clear, accurate and with appropriate notational detail • a clear rationale and explanation of working methods and techniques used in the folio, and their appropriateness to the work(s) chosen, using relevant terminology where necessary. 	
Alignment of Assessment and Learning Outcome		
	Assessment1	
	LO1	X
	LO2	X
	LO3	X
Feedback	You will receive regular and immediate formative feedback from staff and your peers through seminars and workshops. You will receive a summative written report on the assessment.	
Recommended Resources	<p>Adler, Samuel - <i>The Study of Orchestration</i> (New York & London: Norton)</p> <p>Goss, Thomas - <i>Orchestration Online</i> (YouTube) link</p> <p>Belkin, Alan - <i>Applied Orchestration</i> (YouTube) link</p> <p>Blatter, Alfred - <i>Instrumentation/Orchestration</i> (Schirmer)</p> <p>Brant, Henry - <i>Textures & Timbres</i> (Fischer)</p> <p>Piston, Walter - <i>Orchestration</i> (Gollancz)</p> <p>Del Mar, Norman - <i>Anatomy of the Orchestra</i> (Faber)</p> <p>Gould, Elaine - <i>Behind Bars: The Definitive Guide to Music Notation</i> (Faber)</p>	
Other Relevant Details	Full assessment details are outlined in the module briefing paper, available on the Orchestration 2 Moodle page. Students are encouraged to visit the page regularly for lecture notes and recordings, workshops schedules and other resources.	