



SLO Assessment Cycle for MUSI 42

Symphonic Wind Ensemble

Assessment Initiated by: [Robert Farrington](#) (8507) in MUSI

Outcomes:

Outcome 1: Statement

The successful student will sight read, rehearse, and publicly perform selected repertoire from the Wind Ensemble literature found in various time periods up to the present.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [01/28/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Robert Farrington

Assessment Tools: Performances/Demonstrations

Outcome 1: Reflect & Enhance Modified: [04/15/2011]

Number of people involved in Reflection and Enhancement: 1

Changes:

Methods:

Sight reading was completed in the first two weeks of the quarter. The Wind Ensemble rehearsed selected repertoire for nine weeks. Program was successfully performed in the last week of the quarter. Students were assessed at each rehearsal in regards to how well various pieces were sight read. Selection of performance repertoire was based on both content and difficulty which would lead to student success. Feedback from associated faculty and administrators confirmed the quality of performance.

Summary:

The Wind Ensemble provided an outstanding Winter Quarter concert and the students played to the best of their abilities. The performance of the Wind Ensemble would be improved if all students had access to private lessons from a professional teacher on their instruments. Currently, only 20% of the students study privately and De Anza College does not offer applied music courses. The students did meet our expectations of student proficiency and success.

Enhancement (Part I):

The instructor is always in the process of assessing overall student success in performance, which is reflected in the selection of repertoire for the future concerts by taking into account the level of musical difficulty and variety of musical styles.

Enhancement (Part II):

Continued budget support is needed to provide sheet music, college-owned instruments/ repair, chairs, stands, and maintenance of the performance hall. In addition, the creation of an applied music program will assist students in their musical improvement and transfer to universities.

Outcome 2: Statement

The successful student will participate in the art of performing in an ensemble by demonstrating correct intonation, phrasing, balance, dynamics, and tone quality on his or her instrument.

Outcome 2: Assessment Planning Modified: [01/28/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Robert Farrington

Assessment Tools: Performances/Demonstrations

Outcome 2: Reflect & Enhance Modified: [04/15/2011]

Number of people involved in Reflection and Enhancement: 1

Changes:

Methods:

Students are assessed at each rehearsal and either corrected or

praised for their musical efforts on each piece of music. After each concert, all students listen and critique their own performance while also receiving feedback from the instructor.

Summary:

While overall student performance and success was demonstrated, improvement in tone, intonation, balance, phrasing, and dynamics can be achieved through more practice and applied lessons by all students.

Enhancement (Part I):

After the students have heard their performance, they become more aware of how to blend and phrase with other students in the ensemble. This helps to improve the entire ensemble and gain more understanding of the music performed. Making time during the rehearsals to split students into sectionals will enhance student success.

Enhancement (Part II):

Budget for equipment such as tuning devices; clinicians to work with the various sections of the ensemble; and instructors for applied lessons would greatly enhance the musical experience for all students participating in the Wind Ensemble.

[Number of Outcomes for MUSI 42: 2]