

MU 171-01 Class Woodwinds Syllabus Spring 2012

Instructor: Dr. Yasmin A. Flores

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Class Time: 9:00AM MW

Room: Band

Office: Room 215

Office Hours: M-F 1:00PM, other hours TBA

Course Description: This is a course on playing the instruments of the woodwind family and learning how to teach these instruments in a group setting much like an instructor would introduce each instrument to a beginner band.

Course Objectives: To provide future music educators with the tools necessary to instruct students at the beginning level through intermediate level of each major woodwind instrument.

To teach music education majors the basic skills needed to play each major woodwind instrument.

To survey literature used to teach beginning band and literature for individual instruction on each major woodwind instrument.

Standard	Assessment
290-3-3-.32(2)(f)2.(v) Ability to use woodwind, brass, percussion, and string instruments as teaching tools.	Unit tests, playing tests, in-class peer teaching, final exam
290-3-3-.32(2)(g)1.(i) Knowledge of wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.	Unit tests, playing tests, in-class peer teaching, final exam
290-3-3-.32(2)(g)2.(i) Ability to perform on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.	Unit tests, playing tests, in-class peer teaching, final exam
290-3-3-.32(2)(g)2.(ii) Ability to play woodwind, brass, percussion, and string instruments with sufficient skill to teach.	Unit tests, playing tests, in-class peer teaching, final exam
290-3-3-.32(2)(g)2.(vi) Ability to work with beginning instrumental students individually, in small groups, and in larger classes.	Unit tests, playing tests, in-class peer teaching, final exam

Text: Teaching Woodwinds: A Method and Resource Handbook for Music Educators William Dietz **All page numbers you see refer to the Dietz. All playing exams are taken from the William Dietz book.**

Other Sources: Guide to Teaching Woodwinds, Fifth Edition by Frederick W. Westphal

Absences: Attendance will be taken at the beginning of class. If you are more than 10 minutes late **YOU ARE ABSENT!!!**

I expect you to attend class every day. Absences will only be excused if there is an emergency or if your participation is required at a university event. **Starting with the third absence your final grade will be lowered 5 points.**

Course Content –Learning Outcomes

The prospective music educator shall demonstrate the skills and knowledge of the following:

- Assembly of each instrument
- Recordings of famous woodwind players
- Tone concepts and how to produce a good tone on each instrument as well as intonation problems of each instrument
- How to use the air properly on each instrument
- Breathing exercises
- How to produce vibrato on the flute, oboe, bassoon, and saxophone
- How to articulate on each instrument
- Reed selection and the qualities of a good reed
- How to make simple repairs to the woodwind instruments

Course Requirements

1. *Attend EVERY CLASS*
2. Take all quizzes and tests on the date that they are scheduled
3. Create a notebook that is organized so that you may return to it later if necessary
4. Apply the knowledge and skills to learning each instrument
5. Participate in field experiences in secondary schools for a minimum of 3 contact hours during the semester. These experiences must be documented through a written account via the Field Experiences Summary Form.
6. Take all tests and exams

Evaluation

Students will be tested on course objectives and other material covered in class through playing exams, two written exams, observation hours, and a notebook. Other assignments, including answering assigned chapter questions, the philosophy of music project and participation in field experiences will also be included in the student's final grade.

Grading:

The Grades are divided as follows:

Observation Hours: 10% (total of 3)

Playing Exams: 30% (total of 5)

Tests: 20% (total of 2)

Private Lesson: 20% (total of 5)

Organized Notebook with Dividers: 10% (graded twice)

If you come to class unprepared (without your instrument, without reeds, or with portions of your instrument missing) 5 points will be deducted from your final grade.

You have the right to see the grades as you progress through the semester. Please send me an email at yflores@una.edu if you have any questions. This way I have a reminder in my inbox that I have to respond to you. You can also come and see me during my office hours.

Practicing:

You are required to practice for this class and learn the materials very well.

Supplies: There will be a list of supplies given to you on the first day of class. It is your responsibility to have all of those supplies by the next class day.

Notebook: Your notebook should be arranged as follows:

SYLLABUS AND SUPPLIES

Divider-----

AIR AND BREATHING

EXERCISES

Divider-----

INTONATION ON EACH

INSTRUMENT

Divider-----

VIBRATO

Divider-----

ARTICULATION

Divider-----

REEDS

Divider-----

TONE CONCEPTS AND

RECORDINGS

Divider-----

WOODWIND REPAIR

Divider-----

LIST OF LITERATURE

Divider-----

PRESENTATION HANDOUTS

Divider-----

LIST OF WEBSITES

Quizzes a, b, d: You will get participation grades for these quizzes. Make sure to cover all of the points listed on each of the sheets at the end of this syllabus.

Quiz c (Playing Exams): The material for the playing exams will be given to you at the beginning of each segment. Start working on the playing exam music right away. There are a total of 4 playing exams.

The criteria for grading the playing exam is as follows:

Playing Correct Rhythms—5 points each

Playing Correct Fingerings—10 points each

Bad Sound—minus 20 points

Correct Articulation—5 points each

PLAYING EXAMS:

Flute: Ex. 14.57, Ex. 14.66 (Page 215)

Oboe: Song of the Lost Lamb (Page 280)

Clarinet: O Come All Ye Faithful, Simple (Page 121)

Saxophone: Korean Folk Song (Page 356)

Bassoon: Ex. 4.12 (Page 48)

Tests: You will have one written test. I will give you a review of the tests two class sessions before the test is to be given. The final is worth 20% of your total grade.

FINAL EXAM: TBA

WEEK 1

January 9

Syllabus, Supply List, Assigning Instruments, Fingering Charts/ Assembly Stations: learning to assemble and disassemble instruments, also learn what should be in each case—swabs, cork grease, etc.

DUE: Nothing

READING: Syllabus and Fingering Charts

HOMEWORK: Buy your supplies for the instrument that you are assigned

TODAY'S GOALS:

- Know what to purchase before the next class session

- *Know how to assemble all of the woodwinds*
- *Know what should be in each case and how to use it*

WEEK 2

January 14

MARTIN LUTHER KING'S DAY-University Closed

January 16

Passing Out Instruments, Air, Breathing Exercises, Embouchures

DUE: Your supplies

READING: The introduction in the Dietz book on your instrument (History, Assembly of..., and Care and Maintenance)

HOMEWORK: Produce the embouchure on your new instrument, first exercises with fingerings in the Dietz book

IN CLASS: Essential Elements 2000 Book 1 #1-50

TODAY'S GOALS:

- *Know how to produce the embouchure on your instrument*
- *Know how to produce a good solid sound on your instrument*
- *Know how to take a deep breath and be able to play at a forte comfortably*

WEEK 3: 1ST ROTATION

January 21

Intonation on each Instrument/ Essential Elements #1-50

DUE: Instrument Assembly and Good Embouchure

READING: Tuning Worksheet

HOMEWORK: Learning fingerings through book or handouts

IN CLASS: Checking embouchures, posture, Essential Elements 2000 Book 1 #1-50

TODAY'S GOALS:

- *Have a good idea of how one would play in tune on the instrument*
- *Know how to produce a good solid sound on your instrument*
- *Knowing intonation tendencies on your instrument at different dynamics as well*

January 23

Essential Elements Book 1 #51-100

DUE: Know how to produce a one octave F concert scale on your instrument (Clarinets and Saxophones transpose!)

READING: Next Chapter on Fundamentals

HOMEWORK: Further exercises in Dietz book

IN CLASS: Essential Elements Book 1 #51-100/ Fingering Chart in back of EE

TODAY'S GOALS:

- *Know how to play a one octave chromatic scale on your instrument*
- *Learn new fingerings and establish your embouchure*

WEEK 4

January 28

Essential Elements Book 1 #101-151/ Lesson plans for Individual and Group Lessons

DUE: One octave chromatic scale

READING: Technique section on your instrument (flute keep reading fundamentals of flute playing)

HOMEWORK: Work on using proper air and playing with good breath support, Two Octave Chromatic Scale, Lesson plan for Individual Lessons and Group Lessons (see attached)—go over quiz material

IN CLASS: Review One Octave Chromatic Scale, Go through Two Octave Chromatic, F Concert Scale, B-flat concert Scale, E-flat Concert

TODAY'S GOALS:

- *Know how to play a few major scales on your instrument and the chromatic scale two octaves*

January 30

Quiz 1a: Individual Lessons/ Quiz 1b: Group lessons

DUE: Better tone and Two Octave Chromatic Scale, Lesson Plans

READING: New materials and handouts, the rest of the section on your instrument

HOMEWORK: Schedule a private lesson time with me during the allotted times

TODAY'S GOALS:

- *Know how to demonstrate how to play the instrument and be able to teach it to a beginner*
- *Go over quiz material in individual lessons and group lessons*

WEEK 5

February 4

Review of Essential Elements Book 1/ Review of Chromatic Scale

DUE: Know the content in the new materials and handouts

READING: Quiz material

HOMEWORK: Practice for quiz

TODAY'S GOALS:

- *Know the low and middle range of your instrument including some of the high range*

February 6

Quiz #1c: Playing Quiz/ New Instrument Assignments

DUE: Pieces for your quiz

READING: None

HOMEWORK: Nothing

TODAY'S GOALS:

- *Know how to play the woodwind instrument that you were studying at a high-school level*

WEEK 6: 2nd ROTATION

February 11

Articulation on all woodwinds/ Essential Elements #1-50

DUE: Instrument Assembly and Good Embouchure

READING: Tuning Worksheet

HOMEWORK: Learning fingerings through book or handouts

IN CLASS: Checking embouchures, posture, Essential Elements 2000 Book 1 #1-50

TODAY'S GOALS:

- *Have a good idea of how one would play in tune on the instrument*
- *Know how to produce a good solid sound on your instrument*
- *Knowing intonation tendencies on your instrument at different dynamics as well*

February 13

Essential Elements Book 1 #51-100

DUE: Know how to produce a one octave F concert scale on your instrument (Clarinets and Saxophones transpose!)

READING: Next Chapter on Fundamentals

HOMEWORK: Further exercises in Dietz book

IN CLASS: Essential Elements Book 1 #51-100/ Fingering Chart in back of EE

TODAY'S GOALS:

- *Know how to play a one octave chromatic scale on your instrument*
- *Learn new fingerings and establish your embouchure*

WEEK 7

February 18	<p>Essential Elements Book 1 #101-151/ Lesson plans for Individual and Group Lessons</p> <p>DUE: One octave chromatic scale</p> <p>READING: Technique section on your instrument (flute keep reading fundamentals of flute playing)</p> <p>HOMEWORK: Work on using proper air and playing with good breath support, Two Octave Chromatic Scale, Lesson plan for Individual Lessons and Group Lessons (see attached)—go over quiz material</p> <p>IN CLASS: Review One Octave Chromatic Scale, Go through Two Octave Chromatic, F Concert Scale, B-flat concert Scale, E-flat Concert</p> <p>TODAY'S GOALS:</p> <ul style="list-style-type: none"> • <i>Know how to play a few major scales on your instrument and the chromatic scale two octaves</i>
February 20	<p>Quiz #2a: Individual Lessons/ Quiz #2b: Group lessons</p> <p>DUE: Better tone and Two Octave Chromatic Scale, Lesson Plans</p> <p>READING: New materials and handouts, the rest of the section on your instrument</p> <p>HOMEWORK: Schedule a private lesson time with me during the allotted times</p> <p>TODAY'S GOALS:</p> <ul style="list-style-type: none"> • <i>Know how to demonstrate how to play the instrument and be able to teach it to a beginner</i> • <i>Go over quiz material in individual lessons and group lessons</i>
WEEK 8	
February 25	<p>Review of Essential Elements Book 1/ Review of Chromatic Scale</p> <p>DUE: Know the content in the new materials and handouts</p> <p>READING: Quiz material</p> <p>HOMEWORK: Practice for quiz</p> <p>TODAY'S GOALS:</p> <ul style="list-style-type: none"> • <i>Know the low and middle range of your instrument including some of the high range</i>
February 27	<p>Quiz #2c: Playing Quiz/ New Instrument Assignments</p> <p>DUE: Pieces for your quiz</p> <p>READING: None</p> <p>HOMEWORK: Nothing</p> <p>TODAY'S GOALS:</p> <ul style="list-style-type: none"> • <i>Know how to play the woodwind instrument that you were studying at a high-school level</i>
WEEK 9: 3rd ROTATION	
March 4	<p>Reeds/ Essential Elements #1-50</p> <p>DUE: Instrument Assembly and Good Embouchure</p> <p>READING: Tuning Worksheet</p> <p>HOMEWORK: Learning fingerings through book or handouts</p> <p>IN CLASS: Checking embouchures, posture, Essential Elements 2000 Book 1 #1-50</p> <p>TODAY'S GOALS:</p> <ul style="list-style-type: none"> • <i>Have a good idea of how one would play in tune on the instrument</i> • <i>Know how to produce a good solid sound on your instrument</i> • <i>Knowing intonation tendencies on your instrument at different dynamics as well</i>
March 6	<p>Essential Elements Book 1 #51-100</p>

DUE: Know how to produce a one octave F concert scale on your instrument (Clarinets and Saxophones transpose!)

READING: Next Chapter on Fundamentals

HOMEWORK: Further exercises in Dietz book

IN CLASS: Essential Elements Book 1 #51-100/ Fingering Chart in back of EE

TODAY'S GOALS:

- *Know how to play a one octave chromatic scale on your instrument*
- *Learn new fingerings and establish your embouchure*

WEEK 10

March 11

Essential Elements Book 1 #101-151/ Lesson plans for Individual and Group Lessons

DUE: One octave chromatic scale

READING: Technique section on your instrument (flute keep reading fundamentals of flute playing)

HOMEWORK: Work on using proper air and playing with good breath support, Two Octave Chromatic Scale, Lesson plan for Individual Lessons and Group Lessons (see attached)—go over quiz material

IN CLASS: Review One Octave Chromatic Scale, Go through Two Octave Chromatic, F Concert Scale, B-flat concert Scale, E-flat Concert

TODAY'S GOALS:

- *Know how to play a few major scales on your instrument and the chromatic scale two octaves*

March 13

Quiz #3a: Individual Lessons/ Quiz #3b: Group lessons

DUE: Better tone and Two Octave Chromatic Scale, Lesson Plans

READING: New materials and handouts, the rest of the section on your instrument

HOMEWORK: Schedule a private lesson time with me during the allotted times

TODAY'S GOALS:

- *Know how to demonstrate how to play the instrument and be able to teach it to a beginner*
- *Go over quiz material in individual lessons and group lessons*

WEEK 11

March 18

Review of Essential Elements Book 1/ Review of Chromatic Scale

DUE: Know the content in the new materials and handouts

READING: Quiz material

HOMEWORK: Practice for quiz

TODAY'S GOALS:

- *Know the low and middle range of your instrument including some of the high range*

March 20

Quiz #3c: Playing Quiz/ New Instrument Assignments

DUE: Pieces for your quiz

READING: None

HOMEWORK: Nothing

TODAY'S GOALS:

- *Know how to play the woodwind instrument that you were studying at a high-school level*

March 25- 31: SPRING BREAK

WEEK 12: 4th ROTATION

April 1

Tone Concepts, Recordings/ Essential Elements #1-50

DUE: Instrument Assembly and Good Embouchure

READING: Tuning Worksheet

HOMEWORK: Learning fingerings through book or handouts

IN CLASS: Checking embouchures, posture, Essential Elements 2000 Book 1 #1-50

TODAY'S GOALS:

- *Have a good idea of how one would play in tune on the instrument*
- *Know how to produce a good solid sound on your instrument*
- *Knowing intonation tendencies on your instrument at different dynamics as well*

April 3

Essential Elements Book 1 #51-100

DUE: Know how to produce a one octave F concert scale on your instrument (Clarinets and Saxophones transpose!)

READING: Next Chapter on Fundamentals

HOMEWORK: Further exercises in Dietz book

IN CLASS: Essential Elements Book 1 #51-100/ Fingering Chart in back of EE

TODAY'S GOALS:

- *Know how to play a one octave chromatic scale on your instrument*
- *Learn new fingerings and establish your embouchure*

WEEK 13

April 8

Essential Elements Book 1 #101-151/ Lesson plans for Individual and Group Lessons

DUE: One octave chromatic scale

READING: Technique section on your instrument (flute keep reading fundamentals of flute playing)

HOMEWORK: Work on using proper air and playing with good breath support, Two Octave Chromatic Scale, Lesson plan for Individual Lessons and Group Lessons (see attached)—go over quiz material

IN CLASS: Review One Octave Chromatic Scale, Go through Two Octave Chromatic, F Concert Scale, B-flat concert Scale, E-flat Concert

TODAY'S GOALS:

- *Know how to play a few major scales on your instrument and the chromatic scale two octaves*

April 10

Quiz #4a: Individual Lessons/ Quiz #4b: Group lessons

DUE: Better tone and Two Octave Chromatic Scale, Lesson Plans

READING: New materials and handouts, the rest of the section on your instrument

HOMEWORK: Schedule a private lesson time with me during the allotted times, Practice for Playing Quiz

TODAY'S GOALS:

- *Know how to demonstrate how to play the instrument and be able to teach it to a beginner*
- *Go over quiz material in individual lessons and group lessons*

WEEK 14: LAST PLAYING QUIZ AND WW REPAIR

April 15

Quiz #4c: Playing Quiz

DUE: Pieces for your quiz

READING: None

HOMEWORK: Nothing

TODAY'S GOALS:

- *Know how to play the woodwind instrument that you were studying at a high-school level*

April 17

Woodwind Repair

DUE: Nothing

READING: Materials given out on woodwind repair

HOMEWORK: Read materials and have questions, Prepare for Presentations in front of Whole Class, See attached sheet for topics

TODAY'S GOALS:

- *Talk about simple repairs that you can do*
- *Discuss what can be done in emergencies*

WEEK 15: HARMONY INSTRUMENTS, QUIZZES 1-4D: Teaching the Whole Class

April 22

Bass Clarinet, English Horn, Piccolo, Saxophone Family, and Contrabassoon

DUE: Notebooks

READING: Your Final Review Handout

HOMEWORK: Look at your Final Review, Last minute tweaks on 8 Minute Presentation

TODAY'S GOALS:

- *Know how to teach any one of the woodwind instruments to beginners and intermediate students*
- *Know where to find resources on each of the woodwinds*

April 24

8 Minute Presentation on Each Woodwind Instrument

DUE: Presentation

READING: Final Review

HOMEWORK: Final Review

TODAY'S GOALS:

- *Learn about different aspects of playing each of the woodwinds*
- *Gain experience teaching each of the woodwinds in front of a whole class*

WEEK 16: QUIZZES 1-4D: Teaching the Whole Class (continued)

April 29

8 Minute Presentation on Each Woodwind Instrument

DUE: Presentation

READING: Final Review

HOMEWORK: Final Review

TODAY'S GOALS:

- *Learn about different aspects of playing each of the woodwinds*
- *Gain experience teaching each of the woodwinds in front of a whole class*

May 1

8 Minute Presentation on Each Woodwind Instrument

DUE: Presentation

READING: Final Review

HOMEWORK: Final Review, CONTACT ME BY EMAIL OR STOP BY IF YOU HAVE QUESTIONS ABOUT THE REVIEW

TODAY'S GOALS:

- *Learn about different aspects of playing each of the woodwinds*
- *Gain experience teaching each of the woodwinds in front of a whole class*

Special Accommodations:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the

Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

I would like to hear from anyone who has a disability which may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made. Please contact me through email at yflores@una.edu or by calling me at (256) 765-4518.

Problems or Difficulties:

If you are having some difficulties with any of the assignments or policies in this syllabus please feel free to contact me at the above location, email, or phone number. If you wish to talk with someone else, please feel free to speak with your advisor or Dr. McCullough about any situation that you do not feel comfortable discussing with me.

Add or Drop Course:

After notifying me through email, send an email to the registrar's office at registrar@una.edu with your name and your L# along with which course you would like to drop. You will receive an email from the registrar with further information.

Statement of Nondiscrimination:

It is the policy of the University of North Alabama to afford equal opportunities in education and in employment to qualified persons regardless of age, color, creed, disability, national origin, race, religion or sex, in accordance with all laws, including Title IX of Education Amendments of 1972, Title VII of the Civil Rights Act of 1973, Americans with Disabilities Act, Civil Rights Act of 1991, and Executive Order 11246. The coordinator for nondiscrimination policies for students is Irons Law Firm, 219 N Court Street, Florence, Alabama 35630.

Academic Dishonesty:

Academic dishonesty such as cheating, theft of examinations and/or other class-related materials, plagiarism, or knowingly furnishing false information to the University is considered misconduct for which the students may be subject to disciplinary action, including suspension and dismissal.

INDIVIDUAL LESSON SHEET

Instrument:

Describe Taking a Deep Breath and Slow Exhale:

Describe Embouchure in Several Steps:

- 1.
- 2.
- 3.
- 4.
- ...

Describe Hand Position

Left Hand:

Right Hand:

Describe Posture:

Feet—

Back—

How To Sit—

Elbows—

Shoulders—

Go over the Two Octave Chromatic Scale

Go over F Concert Major Scale, B-flat Concert Major Scale, E-flat Concert Major Scale

Go over Quiz Material

GROUP LESSON SHEET

Have everyone go over the chromatic scale with fingering charts, the 3 major scales, and the Quiz Material.

As they play together check the following:

Breathing: Check shoulders, Check any sudden jerky movements,

Embouchure: Chin, lips, SOUND

Hand Position:

1. Check elbows
2. check wrists
3. check curvature of fingers
4. make sure they are relaxed
5. check for any tension

Check Posture:

1. Feet
2. Back
3. Elbows
4. Shoulders
5. Look for any tension

Start each exercise or scale very slow

Slowly increase the speed

DON'T FORGET TO TELL THE STUDENTS TO CHECK THEIR MIRRORS

TEACHING IN FRONT OF THE WHOLE CLASS

Every student will have to teach Flute, Clarinet, Saxophone, and either Oboe or Bassoon

Each student shall pick a different number and will teach the listed topics according to the number they have chosen:

1. Assembly of each of the instruments
2. Embouchure of each of the instruments in a step-by-step lesson
3. Hand Position and Posture for each of the instruments
4. Intonation on each instrument
5. Articulation on each of the instruments
6. Vibrato on each of the instruments (include clarinet if used in Jazz)
7. Gaining faster and cleaner finger technique on each instrument
8. Large leaps on each of the woodwind instruments: Cl. 12ths, Others Octaves
9. Dynamics on each instrument
10. Changing equipment on each instrument (for Flute talk about metals used)
11. Reeds on each instrument (for Flute talk about different sizes of Embouchure holes)
12. Teaching the Low Registers on the instruments
13. Teaching the Middle registers on the instruments
14. Teaching Altissimo on each of the instruments

If there are more than 14 people in this class then you can chose to do one of the following:
2, 3, 4, 5, 6, or 8 (I will tell you which one to do)

**ONCE YOU ARE ASSIGNED YOUR TOPIC COME AND SEE ME TO GET
MATERIALS AND ORGANIZE YOUR LESSON PLAN**

YOU HAVE 8 minutes to present your topic!!!