

Course number, Course CRN, COURSE TITLE

MUSI-3134-110-Woodwind Class

Fall 2020

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

August 24 – December 11

T,TH 11:00 – 11:50 am

This is a blended course which meets 95% online, Individual face to face times will be arranged in order to pick up and return instruments, etc.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Glen A. Brumbach

Office TBD 701A as of now

Phone: TBD

Email: g.brumbach@tamuct.edu

Office Hours

By Appointment

Student-instructor interaction

I will respond within 24 hours or sooner to emails during the week. WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass

on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
 - **Face Coverings**— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
- o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
 - **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
 - The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Overview and description

This course is intended for students who are preparing to teach instrumental music at the elementary and/or secondary level. The focus of the course is on the study of Woodwind instruments with emphasis in individual/group instructional methods and individual performance. The student will acquire an adequate

playing technique and develop competencies and understandings that will contribute to becoming a more effective instrumental music teacher.

Student Learning Outcomes

The student will:

- Demonstrate the ability to implement effective pedagogical techniques for beginning instrumental instruction of Woodwind instruments.
- Develop fundamental performance techniques on the flute, clarinet, saxophone, oboe and/or bassoon.
- Demonstrate knowledge of advanced performance techniques and pedagogy related to Woodwind instrument performance.^[SEP]
- Develop skills in structuring successful learning experiences through the delivery of succinct instruction, the elicitation of correct student responses, and the communication of appropriate feedback.

Competency Goals Statements (certification or standards)

Standard I. The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

Standard III. The music teacher has a comprehensive knowledge of music notation.

Standard V. The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.

Standard VI. The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.

Standard VII. The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.

Required Reading, Textbook(s) and Equipment

Colwell, R.J. & Hewitt, M.P. *The teaching of instrumental Music* (fifth Ed.). Upper Saddle River, NJ: Prentice Hall, 2011.

Lautzenheiser, T. et al. (2004). *Essential Elements 2000 Book 1 for Flute*. Milwaukee, WI: Hal Leonard.

Lautzenheiser, T. et al. (2004). *Essential Elements 2000 Book 1 for Clarinet*. Milwaukee, WI: Hal Leonard.

Lautzenheiser, T. et al. (2004). *Essential Elements 2000 Book 1 for Alto Saxophone*. Milwaukee, WI: Hal Leonard.

Lautzenheiser, T. et al. (2004). *Essential Elements 2000 Book 1 for Oboe*. Milwaukee, WI: Hal Leonard.

Clarinet and Alto Saxophone reeds. Rico 2 – 2 ½ are fine. Available through Music and Arts or online.

Oboe and Bassoon reeds if needed.

COURSE REQUIREMENTS

Assignments

1. Performance Assessments You will partake in *at least* five performance exams throughout the semester. These will be solo performances. For any of the performances, you may be asked to perform in front of the class, record the performance and/or upload your performance to the Canvas website?Youtube. Expectations are different for students based on their experience level with Woodwind instruments:
 1. *Woodwind players (Flute, Clarinet)*: you will spend approximately 100% of your performance time learning to play the woodwind instruments you are not familiar with.
 2. *Non-Woodwind players*: you will spend approximately 30% of your performance time on Flute & 30% on Clarinet, with the remaining 40% dedicated to Oboe, Bassoon and Saxophone.
 3. With the class size being large there will be limited exposure to Oboe and Bassoon depending on availability of instruments.
2. Quizzes, Test & Exams Short quizzes will be given at various times throughout the semester at the beginning of class or on Canvas They could be based on any material that has been read, presented, discussed, etc. as part of the class. Written midterm and final exams will be given. The grade necessary to pass any exam, quiz or test, is 70%. If a grade is not achieved, and the assignment is completed on time, then the instructor has the right to give an alternative quiz/assessment. For any quiz given to assess comprehension of reading material not passed, the student will provide a detailed outline of the content covered by the next class. **If not turned in by the next class, the opportunity to improve one's grade will no longer be available.**
3. Woodwind arrangement: You will create an arrangement of an American folk-tune, popular song, or other instructor-approved piece and arrange it for a Level 2-3 Woodwind ensemble as assigned using proper scoring techniques and musical ideas. Since this is in the fall semester a holiday tune could also be appropriate.
4. The arrangement should be 1- 2 minutes in length. It should be created using notation software such as Sibelius or Finale. For ideas of what may constitute an American folk-tune, think about what may be considered to be folk music to Americans. For ideas visit [http:// www.folkways.si.edu](http://www.folkways.si.edu). Look specifically at the Classic Series.
5. To determine what is meant by Grade 2-3 Woodwind ensemble music you will want to check out what current Woodwind music (solos, duets, quintets, etc.) look like at this level. I encourage you to look on the Internet for ideas. You may wish to search publisher sites such as Kendor, Hal Leonard, etc. or through distributors such as [jwpepper.com](http://www.jwpepper.com). Additionally, examine materials available in SmartMusic. The MERC has Sibelius on its computers as does the tech lab. You may also wish to use.
6. On the rough draft due date, please bring a copy of the score and parts all instruments to class.
7. The score and parts should be transposed so that it can be read for the assembled group. Extra credit will be given for those students who record themselves playing all Woodwind parts of the arrangement mixed together and recorded on Youtube.
8. Woodwind methods note book Either a three-ring binder or digital file containing used information to refer to when you are teaching. Information should include items such as fingering charts, technical ideas, mouthpiece information etc.
1. Woodwind Performance Listening-You will locate an inspirational (to you) Woodwind recording and share it with of 3-5 minutes in length and present it to the class with your comments on what students should listen for in the piece

7. NOTE: At times, it may be necessary to add or adapt assignments for the benefit of student learning. If this is the case, all necessary information will be provided and students will be given an appropriate amount of time to complete the assignment.

Course Requirements: (include point values for each- not just a percentage)

Performance tests 50%

Exams 0%

Arrangement 10%

Weekly preparation(videos) and Class Participation 20%

Grading Criteria Rubric and Conversion

A = 90 –100 represents exceptional demonstration of deep, coherent, unified understandings

B = 80 – 89.9 represents proficient overall understanding

C = 70 – 79.9 represents acceptable understanding in most areas of theory and practice

D = 60 – 69.9 represents developing understanding with some critical deficiencies

F = 59.9 < represents unsatisfactory understanding with significant deficiencies remaining

Posting of Grades

- Every effort will be made to post grades in a timely fashion after completion of tasks and assignments.
- Final grades will posted to Canvas after completion of course requirements.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Topic(s): Syllabus, Course Outline, Questions, Instrument assignments

History of Instrumental Music Chapter: 3 - 11

Week 1

The Most Important Lesson: Starting the Beginner *Assignment*: Chapter 11: 126 - 141

The First Lessons (Flute) *Essential Elements 2000 Book 1*

Assembling the instrument

Week 2

Topic(s): Winds Principles

Assignment: Chapter 15: 197-206

Topic(s): Flute

Assignment: Read Chapter 16: 207 - 220

Quiz #1

Continued lessons (Flute) *Essential Elements 2000 Book 1*

Topic: Teaching and the Role of Motivation

Week 3

Assignment: Chapter 2: 11 - 26

Continued lessons (Flute) *Essential Elements 2000 Book 1*

Playing Test 1

Continued lessons (Flute) *Essential Elements 2000 Book 1* (Details about woodwind arrangement)

Week 4

Principles for Woodwind: Mouthpieces and Care & Maintenance

Quiz #2

Turn in Flute Receive Clarinet

Instrument # 2: The First Lessons (Clarinet)

Assignment: Ch. 18 233-249; Review Chapter 16 192 – 195

Week 5

Beginning lessons (Clarinet) *Essential Elements 2000 Book 1*

Topic(s): Harmony Clarinets

Week 6

Continue lessons (Clarinet) *Essential Elements 2000 Book 1*

Topic(s):

Quiz # 3

Week 7

Continue lessons (Clarinet) *Essential Elements 2000 Book 1*

Week 8

Instrument #3

Topic(s):

Playing test 2

Turn in Clarinet, receive Alto Saxophone

Topic(s): The Alto Saxophone

Week 9

Assignment: Read Chapter 19 257 - 271

Begin lessons (Alto Saxophone) *Essential Elements 2000 Book 1*

Week 10

Topic(s): Woodwind Pedagogy & History continued

Continue lessons (Alto Saxophone) *Essential Elements 2000 Book 1*

Woodwind Arrangement Rough Draft DUE!

Week 11

Quiz #4

Continue lessons (Alto Saxophone) *Essential Elements 2000 Book 1*

Topic(s): Woodwinds for Jazz Bands

Week 12

Playing test 3

Turn in Alto Saxophone for Double reed instrument.

Topic(s): *Assignment: Read Chapter 17 and 20*

Week 13

Topic(s): Double reeds: Things to listen for and maintenance

Topic(s): Recruiting and setting up students for success

Assignment: Read Ch 5, 55 - 60

Week 14

Topic(s): How to structure a beginner Woodwind lesson with mixed Woodwind instrumentation (*Instructor will assign which instrument to bring to class*)

Week 15

Marching Band Woodwind usage,

Playing Test 4

Week 16

Woodwind arrangement Final Draft Due:

FINAL EXAM (written)

