

# Course number, Course CRN, COURSE TITLE

## MUSI-3134-110-Brass Class

**Spring 2020**

Texas A&M University-Central Texas

## COURSE DATES, MODALITY, AND LOCATION

*January 13 – May 8*

*T,TH 3:30 pm – 4:20 pm*

*Temple Campus Room: 708*

## 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.

## 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 brass 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 brass instruments.
- Develop fundamental performance techniques on the trumpet, horn, trombone, euphonium, and/or tuba.
- Demonstrate knowledge of advanced performance techniques and pedagogy related to brass instrument performance.<sup>[1]</sup><sub>[SEP]</sub>
- 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 and Textbook(s)

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 Trumpet*. Milwaukee, WI: Hal Leonard.

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

## COURSE REQUIREMENTS

### Assignments

1. Performance Assessments You will partake in *at least* five performance exams throughout the semester. *At least 3* of 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 ELMS website, Class SmartMusic site, or other designated place. Expectations are different for students based on their experience level with brass instruments:
  1. *High Brass players (trumpet, horn)*: you will spend approximately 80% of your performance time learning to play the trombone, euphonium and tuba. The remaining 20% will be devoted to the final brass instrument.
  2. *Low Brass players (trombone, euphonium, tuba)*: you will spend approximately 80% of your performance time learning to play the trumpet and horn. The remaining 20% will be devoted to the final brass
  3. *Non-brass players*: you will spend approximately 30% of your performance time on trumpet & 30% on trombone, with the remaining 40% dedicated to horn, euphonium and tuba.
2. Quizzes, Test & Exams Short quizzes will be given at various times throughout the semester at the beginning of class or on ELMS. 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. Private Lesson assignment: This assignment is comprised of two parts. For the first part, you must find a student that has never played a brass instrument. You will bring that student to class (on the date stipulated in the syllabus) and teach them an introductory lesson on either the trumpet or trombone. For the second part of the assignment, you will teach the same student a follow up lesson in which you will successfully teach them how to play a short song. The second lesson will be video recorded and uploaded to YouTube or Dropbox. Both lessons will require a typed lesson plan to be turned in at the time of the assignment.
4. Brass 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 brass ensemble as assigned using proper scoring techniques and musical ideas. Since this is in the fall semester a holiday tune could also be appropriate. You will also create a Tuning Sequence for brass instruments similar to those utilized by drum and bugle corps.
5. 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.
6. To determine what is meant by Grade 2-3 brass ensemble music you will want to check out what current brass 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. Additionally, examine materials available in SmartMusic. The MERC has Sibelius on its computers as does the tech lab. You may also wish to use.

7. On the rough draft due date, please bring a copy of the score and parts all instruments to class.
8. 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 brass parts of the arrangement mixed together and recorded on Youtube.
9. Brass 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. Lip Slurs, technical ideas, mouthpiece information etc.
1. Brass Performance Listening-You will locate an inspirational (to you) brass 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%

Notebook 10%

Quizes 10%

Arrangement 10%

Video Lesson 10%

Class Participation 10%

### **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

|        |  |
|--------|--|
| Week 1 | <p>Topic(s): Syllabus, Course Outline, Questions, Instrument assignments</p> <p>The Most Important Lesson: Starting the Beginner <i>Assignment</i>: Chapter 21: 291-298</p> <p>The First Lessons (Trumpet)</p> <p>Topic(s): Principles of Brass &amp; the Overtone Series</p> <p>Air production: Breathing Gym</p> <p><i>Assignment</i>: Chapter 21: 295-300</p> |
| Week 2 | <p>Principles for Brass: Conical V. Cylindrical, Selecting an Instrument &amp; Embouchure</p> <p>Topic(s): Principles for Brass: The importance of a Daily Routine</p> <p><i>Assignment</i>: Chapter 22. The Trumpet and Cornet</p> <p><b>Quiz #1</b></p> <p><b>Playing Test 1</b></p>   |
| Week 3 | <p><b>Instrument # 2:</b> The First Lessons (Trombone)</p> <p><i>Assignment</i>: Chapter 24: The Trombone and Baritone/Euphonium</p> <p><b>Quiz #2</b></p> <p>Topic(s): Important Trumpet &amp; Trombone method Books and Resources</p> <p>Topic(s): What to include in a beginner lesson Plan?</p> <p>(Details about Private Lesson Assignment #1)</p>          |
| WEEK 4 | <p>Principles for Brass: Mouthpieces and Care &amp; Maintenance</p> <p><i>Assignment</i>: Chapter 21 – 301-308</p> <p>Topic(s): How to Clean a Brass instrument.</p> <p><b>Quiz#3</b></p>  |
| Week 5 | <p>Topic(s): Principles for Brass: Intonation, Mutes &amp; Dynamics</p> <p><i>Assignment</i>: Chapter 16 – 201 - 202</p> <p><b>Playing Test 2</b></p>  |

Principles for Brass continued (Bring Both Instruments)

### Quiz#4

Week 6

**Private Lesson Assignment: PART 1: In class lesson DUE**

Topic(s): Discussion of Private Lesson Assignment: *What did you learn? (Bring both instruments)*

Topic(s): Brass Pedagogy and History

Week 7

### Quiz # 5

In-class review of Materials covered thus far this semester

*(bring both instruments)*

Instrument #3

Week 8

*Assignment: Read Chapter 23 320 - 331*

Topic(s): The French Horn: Things to listen for and maintenance

*Assignment: Read "Horn Restraining hand out" Found on ELMS*

Topic(s): Important French Horn Method Books and resources

Week 9

**Private Lesson Assignment: Part 2 DUE**

In-class evaluation and discussion

Topic(s): Brass Pedagogy & History continued

Week 10

*Assignment: Read selections from The Art of Brass Playing by Philip Farkas (Found on Canvas)*

### Playing test 3

**Brass Arrangement Rough Draft DUE!**

Week 11

Instrument # 4 Baritone/euphonium

*Assignment: Review Ch. 19*

### Quiz #7

Topic(s): Important Baritone/Euphonium method books and resources

Topic(s): Bass Trombone, Brass for Jazz Bands

Week 12

Instrument # 5 Topic(s): The Tuba

*Assignment: Read Ch. 25 348 - 355*

Important Tuba method books and resources

Week 13

Topic(s): Brass Pedagogy & History

*Assignment: Chapter 13 - 11*

### Quiz # 8

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

*Assignment: Read Ch 6, 65 - 71*

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

Week 14 *Assignment: Chapter 7, 8 71 - 85*

Marching Band Brass, English Brass Bands

**Playing Test 4**

Week 15

**Brass arrangement Final Draft Due:**

In class arrangement read throughs of brass arrangements Instrument # 5

Ensemble Rehearsal

**Quiz # 5**

Week 16

Ensemble rehearsal/In-class review of exam material

**Playing test 5** (In Class Performance on Choice Instrument)

In-class Review of Exam material

T.B.A.

**FINAL EXAM (written)**

## Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

## Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Drop Policy

Drop Policy If you discover that you need to drop this class, you must complete a Drop Request Form [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)]. Professors cannot drop students; drops are the responsibility of the student. The Registrar's Office will provide on the University Calendar a deadline for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. Attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits. Students that find themselves facing an unexpected, life altering circumstance before the drop deadline published on the academic calendar should drop the course. Should a student encounter an unexpected, life altering circumstance after the drop deadline, that student may be eligible for an incomplete so long as all work due before the circumstance has been submitted and the student has a reasonable chance to pass the course should remaining work be completed as soon as the circumstance resolves itself. No student should expect to receive an incomplete, and certainly not if there was time to drop the class.

### Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.



For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

## Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

## Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

## Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

## University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

## University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

## **INSTRUCTOR POLICIES**

The standard of our discipline is APA 6th edition. Unless otherwise specified, all written assignments should be typed and double-spaced, and submitted through Blackboard as Turnitin assignments in the .doc or .docx format. In addition, all written assignments should be edited for correct written convention which includes punctuation, spelling, grammar, word usage, etc. Failure to demonstrate the ability to communicate effectively in writing may result in lowering of the final grade. Written assignments with more than 5 grammatical errors will be returned ungraded. Please utilize the university's tutoring center for assistance with written assignments.

Please consult the course calendar for all due dates and check for updates regularly through Blackboard.

Late work will NOT be accepted except under extreme circumstances as approved by the instructor. If approved, late work will be subject to a reduction of 10% of the available points per day before grading.

Cell phones and laptop/notebook/iPads/Tablets, etc. - the use of technology can enhance learning and the educational experiences; however, it can also become a distraction to the learning tasks at hand. During class discussions and whole group activities, please refrain from using any of these tools. Off-task technology usage may result in deduction in professionalism points.

**\*\* Course Syllabus is subject to change at the discretion of the instructor.**

## **Copyright Notice**

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