MUSI 3167: Woodwind Techniques II  
Flute and Clarinet  
Spring 2013  
11:00-11:50, Wednesday & Friday  
CA 136

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Office Hours: TBA  
or by appointment

Required Materials


Elementary Method for Flute and Elementary Method for Clarinet, published by Rubank

Students will be required to purchase reeds at the appropriate times during the semester.

Supplementary Materials

Supplementary materials will be issued throughout the semester. These must be organized in a binder for the student’s use. (Please see individual instructors’ course requirements).

Course Description

This course introduces the student to the techniques and skills required for teaching flute and clarinet. The course will focus primarily on pedagogical needs of the instrumental music teacher in the public schools and is a partial fulfillment of requirements for the Bachelor of Music with Teacher Certification degree program. Students will gain experiential knowledge by playing each instrument for a portion of the semester.

Learning Objectives

- Students will demonstrate the ability to correctly assemble the flute and clarinet.
- Students will demonstrate correct posture and playing position for the flute and clarinet.
- Students will demonstrate correct hand position for the flute and clarinet.
- Students will show ability to demonstrate a characteristic embouchure for the flute and clarinet.
- Students will show ability to demonstrate characteristic tone quality for the flute and clarinet.
- Students will demonstrate knowledge of basic fingerings for the flute and clarinet.
- Students will demonstrate understanding of fundamental similarities of technique for the flute and clarinet.
- Students will demonstrate understanding of fundamental differences of technique for the flute and clarinet

Grading Policy

The course is organized so that the student will spend one-half of the semester on each instrument. The final grades for the two halves of the class (flute and clarinet) will be averaged together equally at the conclusion of the course to comprise the final course grade. Refer to the specific syllabi for each portion of the course for more detailed course outlines, including details of each instructor’s grading policy and assignment deadlines.

Attendance policy
Since every class will cover new material, good attendance is necessary for your success. Plan to attend every class meeting! The music department’s attendance policy for academic courses is the following:

- You are allowed four absences from class for any reason. (This is for the entire semester.)
- After the fifth absence, your final course grade will be lowered by one letter grade.
- After the sixth absence, you will receive a failing grade in the course.
- Each tardy will count as ½ an absence.

Missed Examinations & Quizzes

Students may be allowed to make up a missed examination or quiz only at the discretion of the instructor, if, in the opinion of the instructor, the student had a valid reason for failing to take the exam or quiz at the scheduled time. The instructor is not obligated to allow students to make up missed examinations and/or quizzes. Scheduling an alternate examination or quiz is the responsibility of the student.

Classroom Procedures and Behavior

Students are expected to exhibit behavior appropriate for an academic setting. In order to show courtesy to your fellow students and the instructor, please wait to be recognized before speaking, unless otherwise instructed for certain class activities.

Standards for Written Work

All papers are expected to computer-generated and printed on an ink-jet or laser printer. In order to be considered for a grade of “A,” papers should:
- Contain few, if any grammar and spelling errors.
- Conform to criteria given at the time of the assignment concerning focus, scope and length.
- Reflect excellence of formal structure.
- Reflect critical thinking skills.

Academic Integrity and Honesty

Students are expected at all times to abide by the Academic Integrity and Honesty statements printed in the University Catalog. You are expected to write your own papers. Papers downloaded from the internet, for example, are not acceptable work. Any breach of academic integrity and honesty is grounds for failure in this course.

Important College of Liberal Arts Information

Academic Advising: The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Schedule of Topics

You must bring your flute or clarinet, a pencil, and books to class every day. Most days will include both playing practice and lecture/discussion, so you will need all your materials. Changes to the schedule, if necessary, will be announced in class.

Flute Segment Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Topics</th>
<th>Assigned reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>W, 1/23</td>
<td>Breathing; embouchure formation</td>
<td>pp. 166-169</td>
</tr>
<tr>
<td>F, 1/25</td>
<td>Embouchure, cont’d; single articulation; instrument assembly; names of keys/parts</td>
<td>pp. 161-2; 169-173</td>
</tr>
<tr>
<td>W, 1/30</td>
<td>Hand and body position; Playing Quiz #1</td>
<td>pp. 173-177</td>
</tr>
<tr>
<td>F, 2/1</td>
<td>Beginning notes and scales; Key Name Quiz</td>
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<tr>
<td>W, 2/6</td>
<td>Care and repair</td>
<td>pp. 163-165</td>
</tr>
<tr>
<td>F, 2/8</td>
<td>Articulation (multiple); articulation problems; Playing Quiz #2</td>
<td>pp. 172-173</td>
</tr>
<tr>
<td>W, 2/13</td>
<td>Improving tone quality; vibrato</td>
<td>pp. 178-180</td>
</tr>
<tr>
<td>F, 2/15</td>
<td>Review &amp; Practice Day (no class meeting)</td>
<td></td>
</tr>
<tr>
<td>W, 2/20</td>
<td>Flute family, ranges, transpositions; Playing Quiz #3</td>
<td>pp. 180-181</td>
</tr>
<tr>
<td>F, 2/22</td>
<td>Intonation tendencies and adjustments</td>
<td>pp. 177-178</td>
</tr>
<tr>
<td>W, 2/27</td>
<td>Instrument selection; Written Fingering Quiz</td>
<td>pp. 182-194</td>
</tr>
<tr>
<td>F, 3/1</td>
<td>Playing Quiz #4; Historical development</td>
<td>pp. 159-161</td>
</tr>
<tr>
<td>Week of 3/4</td>
<td>Final Playing Exams (individual appointments)</td>
<td></td>
</tr>
<tr>
<td>W, 3/6</td>
<td>Practice and Review (Catch-Up) Day</td>
<td></td>
</tr>
<tr>
<td>F, 3/8</td>
<td>Final Written Exam &amp; Flute Notebook due at class time.</td>
<td>pp. 166-235</td>
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</tbody>
</table>
Flute Performance Requirements (Final Exam)

1. Characteristic beginner tone within beginning to intermediate range (D4 – G6)…………...15 pts
2. Chromatic scale fingerings from C4 to C7 (memorized)…………………………………....25 pts
3. Major scales (single tongue up, slur down).……………………………………………….....20 pts
   F: one octave; B-flat: one octave; E-flat: two octaves; G: two octaves; D: two octaves.
4. Final performance etude……………………………………………………………………..30 pts
5. Sight-reading excerpt…………………………………………………………………….…..10 pts

Graded Activity (one-half of overall course grade)

Quizzes (playing and written) 25%
Flute notebook 25%
Final written exam 25%
Final playing exam 25%

100%

Flute Notebook

The purpose of this project is to provide yourself with an organized source of “flute help” that you can refer to later for quick answers to flute-related issues. It will also help you to study for your written flute exam. Organization counts! Please use a three-ring binder and consider adding a table of contents at the front and/or using tabbed dividers for your sections. You will hand in your Flute Notebook when you play your final playing exam.

These must be your notes, your handouts, and your materials. Please take notes in class and organize your materials as you go. It will help you to study and save you heartache the night before the notebook is due! For the article summaries and literature survey assignments, copies of solos and Flute Talks are on reserve in Bell Library. The Woodwind Anthology from the Instrumentalist is also in the library for your use (Call # MT339 .W66 1976) or you may use the Instrumentalist Anthology set (Call # ML459 .I57, vol. 1-3).

Contents and Grading:

- **All class notes:** typed and organized by topic (20 points)
- **All class handouts:** may be contained in a separate section, or organized with corresponding notes (20 points)
- **Three article summaries** (14 points each = 42 points)
  - From The Instrumentalist, Flute Talk, or similar journals (instructor’s approval required if other than listed)
  - About a pedagogical flute topic
  - Each summary should be a minimum of one page in length (no header), typed, double-spaced, 12-point Times font, one-inch margins. Put the article citation in MLA format at the top of the summary as your title.
  - Write in complete sentences. Spelling and grammar count!
- **Survey** of basic performance repertoire (6 solos total @ 3 points each = 18 points)
  - Write annotations for 3 different Class I flute solos and for 3 different Class II flute solos
  - Descriptions should be typed
  - May be paragraph format or bulleted list
  - Provide title and composer of solo and its UIL classification
  - Other examples of criteria to note
    - Range of pitches used
    - Key signature(s)
    - Rhythmic complexity
    - Tempo(s)
    - Length
    - Original composition or transcription
    - Accompanied or unaccompanied
    - Other observations that will help you remember this piece
- Any additional flute-related materials that you find interesting and useful. (extra credit!)

**Clarinet Segment Outline**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>20</td>
<td>Check out instruments. Assembly &amp; disassembly. Embouchure formation and breathing.</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Daily maintenance of clarinet. Tone production essentials: breathing, embouchure, oral cavity. Different “schools” of clarinet playing.</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td><strong>Skill test # 1</strong> (Clarinet Assembly/Disassembly). Hand position, finger technique, continue with basic fingerings.</td>
</tr>
<tr>
<td>April</td>
<td>03</td>
<td>Hand position, finger technique, side keys, right/left hand little fingers.</td>
</tr>
<tr>
<td></td>
<td>05</td>
<td>Hand position, finger technique, side keys, right/left hand little fingers (continued). Chromatic scale segments.</td>
</tr>
<tr>
<td>April</td>
<td>10</td>
<td><strong>Skill test # 2</strong> (Hand position, finger technique) &amp; <strong>Fingering chart quiz # 1</strong>.</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Tuning procedures/problems/solutions. Equipment: instruments, mouthpieces, ligatures, barrels, reeds and other accessories.</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td><strong>Skill test # 3</strong> (Tone production essentials). <strong>Fingering quiz # 2</strong>.</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Effective practice techniques.</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Sequence of study. Supplementary teaching materials and resources. A sequence of solo literature.</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Altissimo register: fingerings, oral cavity and other factors.</td>
</tr>
<tr>
<td>May</td>
<td>01</td>
<td><strong>Skill test # 4</strong> (Selected major scales, chromatic scale and etude selection).</td>
</tr>
<tr>
<td></td>
<td>03</td>
<td>Clarinet notebook due.</td>
</tr>
<tr>
<td>May</td>
<td>07</td>
<td>11 AM -1:30 pm Final written exam (<strong>TAMUCC Spring Exam schedule appointed time</strong>. (Playing exam portion by appointment, to be completed on or before written exam day.)</td>
</tr>
</tbody>
</table>