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Required Materials (3 books, total)


*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.

Student Learning Outcomes

- Students will demonstrate the ability to produce a tone quality appropriate for a beginning student on the flute and clarinet.
- Students will demonstrate proper breathing technique for playing the clarinet and flute.
- Students will demonstrate the ability to form an appropriate embouchure for playing the clarinet and flute.
- Students will demonstrate knowledge of fingerings for the standard range of the clarinet and flute.
- Students will demonstrate knowledge of proper hand and finger movement for playing the clarinet and flute.
- Students will demonstrate knowledge of pedagogical principles appropriate to the clarinet and flute.
- Students will demonstrate familiarity with appropriate literature for secondary school clarinet students and flute.

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 ⅓ 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.

**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.

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.

**Schedule of Topics: Flute**

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Topics</th>
<th>Assigned reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>W, 1/218</td>
<td>Breathing; embouchure formation</td>
<td>pp. 166-169</td>
</tr>
<tr>
<td>M, 1/23</td>
<td>Embouchure, cont’d; single articulation; instrument assembly; names of keys/parts</td>
<td>pp. 161-162; 169-173</td>
</tr>
<tr>
<td>W, 1/25</td>
<td>Hand and body position; Playing Quiz #1</td>
<td>pp. 173-177</td>
</tr>
<tr>
<td>M, 1/30</td>
<td>Beginning notes and scales</td>
<td></td>
</tr>
<tr>
<td>W, 2/1</td>
<td>Key Name Quiz; Care and repair</td>
<td>pp. 163-165</td>
</tr>
<tr>
<td>M, 2/6</td>
<td>Articulation (multiple); articulation problems; Playing Quiz #2</td>
<td>pp. 172-173</td>
</tr>
<tr>
<td>W, 2/8</td>
<td>Improving tone quality; vibrato</td>
<td>pp. 178-180</td>
</tr>
</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
   100 pts

Flute 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.

This notebook will include the course handouts, your solo surveys, your article summaries, and any additional materials that you wish to include for your future reference. 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). Do NOT use random articles posted on the internet. Please verify the source of the article as valid and worthy of your time and attention.

Flute Notebook Contents and Grading:

- All class handouts: may be contained in a separate section, or organized with corresponding notes (10 points)
• **Three article summaries** (20 points each = 60 points)
  o From *The Instrumentalist, Flute Talk*, or similar journals (instructor’s approval required if other than listed) NO RANDOM INTERNET WEBSITES
  o About a pedagogical flute topic
  o 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. Do not copy from the article; use your own words.
  o Write in complete sentences. Spelling and grammar count!
  o You may include a copy of the article in your notebook if you wish.

• **Survey** of basic performance repertoire (6 solos total @ 5 points each = 30 points)
  o Write annotations for 3 different Class I flute solos and for 3 different Class II flute solos
  o Descriptions must be typed
  o May be paragraph format or bulleted list
  o Provide title and composer of solo and its UIL classification
  o 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
  o Write enough so that you could actually recall features of this solo from your notes later on

• Any additional flute-related materials that you find interesting and useful. Notes from class, etc. (extra credit!)

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**Clarinet Learning Outcomes**

• Students will demonstrate ability to produce a tone quality appropriate for a beginning clarinet student.
• Students will demonstrate ability to demonstrate proper breathing technique for playing the clarinet.
• Students will demonstrate ability to form an appropriate embouchure for playing the clarinet.
• Students will demonstrate knowledge of fingerings for the standard range of the clarinet.
• Students will demonstrate knowledge of proper hand and finger movement for playing the clarinet.
• Students will demonstrate familiarity with pedagogical principles appropriate to the clarinet.
• Students will demonstrate familiarity with appropriate literature for secondary school clarinet students.

**Clarinet Assignment Descriptions:**

**Clarinet Performance Goals (Final Exam)**

6. Characteristic beginner tone within beginning to intermediate range (E3 to C6)
7. Chromatic scale fingerings from E3 to G6 (memorized)
8. Major scales (tongue up, slur down):
   ▪ F: two octaves
   ▪ B-flat: two octaves
   ▪ E-flat: one octave
   ▪ G: two octaves
   ▪ D: one octave
9. Final performance etude or tune
Grading Policy (one-half of overall course grade)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fingering trainer assignments (on-line)</td>
<td>10%</td>
</tr>
<tr>
<td>On-line quizzes (Blackboard)</td>
<td>15%</td>
</tr>
<tr>
<td>Playing quizzes (recorded)</td>
<td>20%</td>
</tr>
<tr>
<td>Clarinet articles (5)</td>
<td>15%</td>
</tr>
<tr>
<td>Final written exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final playing exam</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Fingering Trainer Assignments

These are online assignments that are intended to improve your familiarity with the clarinet fingering chart, and clarinet fingerings. You are expected to complete a specific number of correct fingerings each week on the following website: [http://clarinettrainer.com/](http://clarinettrainer.com/) The number of fingerings will vary from week to week. Upon completion you will execute the “print screen” command and submit through Blackboard.

Online Quizzes (Blackboard)

There will be five online quizzes posted on Blackboard covering the material in the textbook. These quizzes are designed to help prepare you for the final written exam and reinforce important concepts.

Playing Quizzes (recorded)

During the semester, you will submit recordings of yourself playing material assigned in class. You will need to use a smart phone, tablet or laptop to do these recordings. This preserves important class time for teaching, and provides opportunity for you to use as many attempts as needed to produce your best performance, and to provide me with the opportunity for feedback.

Clarinet Article Summaries

These article summaries are designed to provide a source of “clarinet help” that you can refer to later for quick answers to clarinet problems. It will also help you study and prepare for your written clarinet exam. 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.

Schedule of Topics: Clarinet

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>20  Check out instruments. Assembly &amp; disassembly. Embouchure formation and breathing.</td>
</tr>
<tr>
<td></td>
<td>22  Daily maintenance of clarinet. Tone production essentials: breathing, embouchure, oral cavity. Different “schools” of clarinet playing. (Fingering trainer assignment 1 due.)</td>
</tr>
<tr>
<td></td>
<td>29  <strong>Skill test # 1</strong> (Clarinet Assembly/Disassembly). Hand position, finger technique, continue with basic fingerings.</td>
</tr>
<tr>
<td>April</td>
<td>3   Hand position, finger technique, side keys, right/left hand little fingers.</td>
</tr>
</tbody>
</table>
Hand position, finger technique, side keys, right/left hand little fingers (continued). Chromatic scale segments.

Skill test # 2 (Hand position, finger technique) & Fingering chart quiz # 1.

Tuning procedures/problems/solutions. Equipment: instruments, mouthpieces, ligatures, barrels, reeds and other accessories.

Skill test # 3 (Tone production essentials)

Effective practice techniques.

Sequence of study. Supplementary teaching materials and resources. A sequence of solo literature.

Altissimo register: fingerings, oral cavity and other factors.

May 1 Skill test # 4 (Selected major scales, chromatic scale and etude selection).

May 5 11 AM -1:30 pm Final written exam (TAMUCC Spring Exam schedule appointed time. (Playing exam portion by appointment, to be completed on or before written exam day.)

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in, at minimum, a zero on the assignment.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, April 10 is the last day to drop a class with an automatic grade of “W” this term.

Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.
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.

**Grade Appeals Process**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Disability Services**

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.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.