Woodwind Techniques 3167 Syllabus

MUSI 3167.001: Woodwind Techniques II
Flute and Clarinet
Spring 2018
Monday & Wednesday, 11:00 – 11:50 a.m.
CA 136

Instructor: Ronald D. Scott, Ph.D.
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Office Hours: TBA
or by appointment

Instructor: Diana Sipes, D.M.A
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or by appointment

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 should 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. Students who miss more than four (4) classes for the semester (or two for each instrument, in this case) receive a one letter grade reduction, and a two letter grade reduction if they miss six (6) class meetings. (See the Music Department Handbook, page 19, number 4 for attendance requirements:

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 (two each half of the semester) for any reason.
• A third absence in either half of the semester results in a one letter grade reduction for that portion of the class.
• A fourth absence in either half of the semester results in an additional grade reduction (A becomes a C) for that portion of the class.
• A fifth in either half of the semester results in an additional grade reduction for that portion of the class (A becomes a D).
• Each instance of tardiness will count as ½ an absence (more than 15 minutes late counts as 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 be computer-generated and printed on an ink-jet or laser printer, or submitted electronically. Hand-written papers are not accepted. 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 and Activities (Flute)**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Topic/Activities</th>
<th>Assignment (all reading in Dietz)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>14</td>
<td>M</td>
<td>Check out instruments. Breathing; embouchure formation</td>
<td>Read and study pp. 166 - 169</td>
</tr>
<tr>
<td>January</td>
<td>16</td>
<td>W</td>
<td>Embouchure, cont’d.; single articulation; instrument assembly; names of keys/parts</td>
<td>pp. 161-162; 169-173</td>
</tr>
<tr>
<td>January</td>
<td>23</td>
<td>W</td>
<td>Head and body position; <strong>Playing Quiz #1</strong></td>
<td>pp. 173-177</td>
</tr>
<tr>
<td>January</td>
<td>28</td>
<td>M</td>
<td>Beginning notes and scales</td>
<td>pp. 184-194</td>
</tr>
<tr>
<td>January</td>
<td>30</td>
<td>W</td>
<td><strong>Key Name Quiz:</strong> Care and repair</td>
<td>pp. 163-165</td>
</tr>
<tr>
<td>February</td>
<td>4</td>
<td>M</td>
<td>Articulation (multiple); articulation problems; <strong>Playing Quiz #2</strong></td>
<td>pp. 172-173</td>
</tr>
<tr>
<td>February</td>
<td>6</td>
<td>W</td>
<td>Improving tone quality; vibrato</td>
<td>pp. 178-180</td>
</tr>
<tr>
<td>February</td>
<td>11</td>
<td>M</td>
<td>Flute family; ranges; transpositions</td>
<td>pp. 180-181</td>
</tr>
<tr>
<td>February</td>
<td>13</td>
<td>W</td>
<td><strong>Playing Quiz #3</strong></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>18</td>
<td>M</td>
<td>Intonation tendencies and adjustments</td>
<td>pp. 177-178</td>
</tr>
<tr>
<td>February</td>
<td>20</td>
<td>W</td>
<td>Instrument selection; <strong>Written Fingering Quiz</strong></td>
<td>pp. 182-194</td>
</tr>
<tr>
<td>February</td>
<td>25</td>
<td>M</td>
<td>Historical development; <strong>Playing Quiz #4</strong></td>
<td>pp. 182-194</td>
</tr>
<tr>
<td>February</td>
<td>27</td>
<td>W</td>
<td>Catch up and review day.</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>4</td>
<td>M</td>
<td><strong>Final Written Exam (flute) 11:00 a.m. – 11:50 a.m.</strong></td>
<td>pp. 166-194</td>
</tr>
<tr>
<td>March</td>
<td>6</td>
<td>W</td>
<td><strong>Final Individual Playing Exams (flute) 11:00 a.m. – 11:50 a.m and throughout the week, if needed.</strong></td>
<td>The class will not meet as a group on this day.</td>
</tr>
<tr>
<td>March</td>
<td>8</td>
<td>F</td>
<td>Flute notebook with all assignments due by noon to Dr. Sipes.</td>
<td></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.

**Flute Graded Activity (one-half of overall course grade)**

MUSI 3167, Woodwind Techniques II, Spring 2019, Flute & Clarinet, Instructors: Sipes & Scott
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 you 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 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 the 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 # ML459.157. 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 (10 points): may be contained in a separate section, or organized with corresponding notes
- Three article summaries (20 points each = 60 points)
  * From The Instrumentalist, Flute Talk, or similar journals (instructor’s approval required if other than listed) NO RANDOM INTERNET WEBSITES
  * 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, and 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.
  * Write in complete sentences. Spelling and grammar count!
- Survey of basic performance repertoire (6 solos total @ 5 points each = 30 points)
  * Write annotations for 3 different Class I flute solos and for 3 different Class II flute solos
  * Descriptions must be typed.
  * Descriptions 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
* Write enough so that you could actually recall features of this solo from 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 Grading Policy** (one-half of overall course grade)

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; class participation</td>
<td>25%</td>
<td>A = 90 - 100</td>
</tr>
<tr>
<td>Quizzes (Blackboard and/or in class)</td>
<td>20%</td>
<td>B = 80 - 89</td>
</tr>
<tr>
<td>Written assignments (see below)</td>
<td>15%</td>
<td>C = 70 - 79</td>
</tr>
<tr>
<td>Playing assignments</td>
<td>10%</td>
<td>D = 60 - 69</td>
</tr>
<tr>
<td>Final written exam</td>
<td>15%</td>
<td>F = 0 - 59</td>
</tr>
<tr>
<td>Final playing exam</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Attendance and Class Participation (25% of total clarinet grade)**

See above regarding attendance impact on grades. Attendance and participation are crucial components of this course. Quality of participation is of vital importance. Having your instrument and all other materials (book, reed, etc.) affects the quality of participation. Attentiveness is independent of talent or skill, as is effort. Students are expected to demonstrate maximum attention and effort at all times. Absence and tardiness are also a reflection of effort, so be sure to be in class, on time, on a daily basis.

**Quizzes (20% of total clarinet grade)**

Written quizzes on the textbook and class lectures will be completed primarily on Blackboard, although occasional pencil and paper quizzes may be given in class. You will receive announcements and/or e-mails through Blackboard when quizzes assigned and what the due dates are for each.

**Written assignments - Article summaries and Clarinet literature reviews (15% of total clarinet grade)**

Written assignments will consist of four literature surveys and four articles about clarinet topics each due by the date on the Schedule of Assignments. Check the assignment due date schedule below for due dates. There will be no credit for late assignments.

**Article Summaries**

Articles will be posted on Blackboard for you to read and write reviews.

**Clarinet Solo surveys**

Survey of four basic performance repertoire solos:

- Write annotations for 3 different University Interscholastic League (UIL) clarinet solos, one each from Class I clarinet solos, Class II and Class III clarinet solos.
- Descriptions must 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)
  - Meter(s)
- Rhythmic complexity
- Tempo(s)
- Length (in minutes and seconds, and number of measures)
- Original composition or transcription
- Accompanied or unaccompanied
- Other observations that will help you remember this piece

**Playing assignments (10% of total clarinet grade)**
You will be assigned various materials distributed in class or via Blackboard to play for a grade. Rubrics will be available so that you know the criteria on which you are graded. Due dates will on a “to be announced” basis, depending partly on class progress.

**Final Playing Exam (15% of total clarinet grade)**
The final playing exam consists of several major scales, chromatic scale and one or more etudes or short pieces.

**Final Written Exam (15% of total clarinet grade)**
There will be a final written comprehensive exam on the clarinet portion of the class. It may be pencil and paper, or on Blackboard, or both. It will include material from the textbook, class lectures and any other source.

**Summary Schedule of Assignment Due Dates**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz &amp; Blackboard Quiz #1</td>
<td>March 19</td>
</tr>
<tr>
<td>Writing Assignment # 1 Care &amp; Assembly Paper</td>
<td>March 22</td>
</tr>
<tr>
<td>Writing Assignment # 2 Video Review – Embouchure</td>
<td>March 25</td>
</tr>
<tr>
<td>Module 3 Quiz</td>
<td>March 26</td>
</tr>
<tr>
<td>Module 4 Quiz</td>
<td>April 14</td>
</tr>
<tr>
<td>Module 5 Quiz</td>
<td>April 21</td>
</tr>
<tr>
<td>Module 6 Quiz</td>
<td>April 26</td>
</tr>
<tr>
<td>Writing Assignment # 3 Article reprint/clinic handout review</td>
<td>April 26</td>
</tr>
<tr>
<td>Module 7 Quiz</td>
<td>April 28</td>
</tr>
<tr>
<td>Writing Assignment # 4 Clarinet Solo reviews (3)</td>
<td>May 1</td>
</tr>
</tbody>
</table>
## Schedule of Assignment Due Dates (continued)

### Schedule of Topics and Activities

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>25</td>
<td>M</td>
<td>Refining hand position/finger technique. Concert Eb (F) scale.</td>
<td>Learn/master exercises and tunes, pp. 114-117. <strong>Complete Module 3 Quiz. Due March 26th.</strong></td>
</tr>
<tr>
<td>March</td>
<td>27</td>
<td>W</td>
<td>Introducing chromatic pitches in the chalumeau register and their fingerings.</td>
<td>Learn/master exercises and tunes, pp. 117-120. <strong>Review Embouchure article (Campione). Due April 2.</strong></td>
</tr>
<tr>
<td>April</td>
<td>1</td>
<td>M</td>
<td>Review chalumeau register chromatic scale. Introduce throat register pitches with fingerings.</td>
<td>Learn/master exercises and tunes, pp. 121-122. <strong>Review Embouchure article. Due April 2.</strong></td>
</tr>
<tr>
<td>April</td>
<td>8</td>
<td>M</td>
<td>Review clarion register pitches and fingerings and the register break. Concert Bb, Eb and F scales (2 octaves).</td>
<td>Learn/master exercises and tunes, pp. 123-124. <strong>Clarinet solo reviews (3). Due May 1st.</strong></td>
</tr>
<tr>
<td>April</td>
<td>10</td>
<td>W</td>
<td><em>Fundamentals and Harmonics</em> (handout). The clarion register chromatic scale.</td>
<td>Learn/master exercises and tunes, pp. 125-127. <strong>Complete Module 4 Quiz. Due April 14th.</strong></td>
</tr>
<tr>
<td>April</td>
<td>15</td>
<td>M</td>
<td>Reviewing the chromatic scale of the chalumeau, throat register and clarion registers.</td>
<td>Learn/master exercises and tunes, pp. 127-130. <strong>Review Module 7 Article reprint and clinic handout. Due April 26th.</strong></td>
</tr>
<tr>
<td>April</td>
<td>17</td>
<td>W</td>
<td><em>Fundamentals and Harmonics</em> (handout). Introducing the altissimo register and the register break from the clarion to the altissimo register.</td>
<td>Learn/master exercises and tunes, pp. 132-133. <strong>Complete Module 5 Quiz. Due April 21st.</strong></td>
</tr>
<tr>
<td>April</td>
<td>22</td>
<td>M</td>
<td>The little finger keys, side keys and “sliver” keys and their proper use.</td>
<td>Learn/master exercises and tunes, pp. 134-139.</td>
</tr>
</tbody>
</table>
April 24 W The little finger keys, side keys and “sliver” keys and their proper use. Learn/master exercises and tunes, pp. 134-139. Complete Module 6 Quiz. Due April 26th.

April 29 M Discussion of equipment, including reeds. Mouthpieces, instruments. Review of playing exam scales, including chromatic scale and Blue Bells of Scotland. Complete Module 7 Quiz. Due April 28th.

May 1 W Discussion of equipment, including reeds. Mouthpieces, instruments. Review of playing exam scales, including chromatic scale and Blue Bells of Scotland. Clarinet solo reviews (3). Due May 1st.

May 3 F Final Written Exam 11:00 AM – 11:50 PM

May 3 F Final Playing Exams (by appointment or video submission) due not later than Wednesday, May 7 at 12 noon.

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 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.

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.

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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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. April 6 is the last day to drop a class with an automatic grade of “W” this term.
**Grade Appeals**

As stated in University Procedure 13.02.99.C2.03, *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 Procedure 13.02.99.C2.03, *Student Grade Appeals*. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

**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.

**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 a grade of F on assignments in question, and/or reporting to appropriate personnel or committees within the college and/or university.

**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.