

**University of South Alabama**  
**MUE 411 - Woodwind Pedagogy**  
**Fall 2016 - 2 credit hours**

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**TBA**  
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**Course Format: Web Enhanced**

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## **SYLLABUS**

### **Prerequisites**

Upper division studio study in woodwinds or permission of instructor

### **Course Description**

A survey of the teaching techniques, instruments, accessories and pedagogical materials for woodwind instruments.

### **Required Materials**

A notebook reserved exclusively for this course is required. This can be hard copy or digital. It is expected that you consult this in your practice as a reminder of what was discussed in class.

Each student will be provided with a list of materials appropriate to their specific instrument as class progresses. These items will be made available to students through the resource room or digitally.

Additional Materials: It is mandatory that each student has a working instrument and set up that will be suitable for teaching and demonstration.

### **Course Objectives**

The goal of Woodwind Pedagogy is to develop students' knowledge of teaching tone, technique, articulation, fingering choices, reed work, interpretation, sight-reading, intonation, and performance/practice techniques. By studying scale methods, etudes, solo, chamber and orchestral repertoire, attending concerts, and completing an occasional listening and writing assignment, students will solidify fundamental elements of playing and teaching. Course material will be presented through lectures, demonstrations, seminars, research, observation and analysis, field trips, guest speakers and internet sources.

### **Course Topics**

Performance techniques and pedagogical approaches used with woodwind instruments  
Understanding the structure and instructional techniques for beginning to advanced woodwind students  
The development of aural and visual diagnostic skills with appropriate prescriptive solutions  
Familiarity with the pedagogical literature of the specific woodwind instruments  
Discussion of instruments/options

1. Increase student's lexicon of woodwind-related materials including:
  - a. requisite physical skills of tone production, breath control, technique
  - b. aural and visual skills including sight reading and improvisation
  - c. awareness, understanding and syntheses of the elements required for sensible interpretation in musical performance
  - d. synthesis of all the above in a structured teaching environment
2. Become familiar with the musical and pedagogical literature and stimulate interest in professional literature related to performance
3. Acquire familiarity and understanding of the basics of pedagogy
4. Gain a practical understanding of the learning process aimed at increased efficiency and economy in skill acquisition in order to:
  - a. acquire a constructive problem-solving attitude
  - b. enhance the quality of time spent in practice and study
5. Develop through listening and performance, the awareness, appreciation and critical discernment of various styles and types of music
6. Stimulate interest and development of improvisation and compositional skills as they relate to performance and teaching
7. Develop and apply appropriate strategies for dealing with performance anxiety
8. Acquire the self-motivation, initiative, and ability for continued study beyond the formal educational environment

### **Course Activities**

In class student participation and seminars with critiques

Audio/Video/Lesson Observation and analysis

Basic research

Use of the web for woodwind resources

Possible field trips/guest speakers

### **Assessment/Grading Procedure**

Students will prepare a notebook containing relevant class material, reference material evaluations, and sources to assist the student in future teaching situations. Students will teach a beginning student weekly for the duration of the semester and participate in teaching demonstrations/analysis in class as well as keep a journal about their teaching experiences.

Students will also observe master teachers in action and attend appropriate concerts, details TBA in class. Students will also create a pedagogically related project to be completed over the course of the semester and presented to the rest of the class at the end of the semester.

Grades will be determined in the following manner:

Teaching Demonstrations/Journal	25%
Class Participation	25%
Observations/Concert Attendance	15%
Notebook	25%
Project	10%

### **Attendance**

Good attendance is essential for learning; this class will be spent in a seminar format with interaction between students and teacher. 25% of the grade is based on class participation.

### **Late Assignment Policy**

Late work will be penalized 10% per class day until a 50% penalty threshold is reached. All work must be turned in no later than the Final Exam period.

### **Final Drop Date**

The final date to withdraw from the course is October 21, 2016.

### **Students with Disabilities**

In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodations. The Office of Special Student Services (OSSS) will certify a disability and advise faculty members of reasonable accommodations. If you have a specific disability that qualifies you for academic accommodations, please notify the instructor/professor and provide certification from the Office of Special Student Services. OSSS is located at 5828 Old Shell Road at Jaguar Drive, (251-460-7212).

### **Changes in Course Requirements**

Not all classes progress at the same rate thus course requirements might have to be modified as circumstances dictate. You will be given written notice if the course requirements need to be changed.

### **Academic Disruption Policy**

- The University of South Alabama's policy regarding Academic Disruption is found in *The Lowdown*, the student handbook.
- Disruptive academic behavior is defined as individual or group conduct that interrupts or interferes with any educational activity or environment, infringes upon the rights and privileges of others, results in or threatens the destruction of property and/or is otherwise prejudicial to the maintenance of order in an academic environment.
- Students are expected to be cordial, courteous and respectful of faculty members and fellow students.

### **Student Academic Conduct Policy**

- The University of South Alabama's policy regarding Student Academic Conduct Policy is found in *The Lowdown*.
- The University of South Alabama is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. The University is committed to supporting the exercise of any right guaranteed to individuals by the Constitution and the Code of Alabama and to educating students relative to their responsibilities.
- Students who violate these standards will fail the course.

- Students enrolled in online courses are expected to adhere to the Academic Conduct Policy. In particular, students are expected to complete their own coursework and not provide unauthorized information or materials to another student.

### **Course Topical Outline**

Due to circumstances beyond anyone's control, this schedule may be modified with appropriate advance notice given during class. Regular attendance will insure that you are informed as to any changes made in the semester schedule.

#### **Week of:**

August 16	Role of teacher/Selecting the Student/First Lesson
August 22	Methods/Technique/Scales
August 29	<b>Initial Lesson Teaching Demonstration</b>
September 6	Common Problems/Articulation
September 12	Etudes
September 19	Sound/Embouchure/Intonation/Dynamics
September 26	Vibrato/Tone Color
October 3	Performance Styles - National, Genre Specific
October 10	<b>Teaching Demonstration</b>
October 17	Selecting an Instrument
October 31	Instrument Maintenance/Repair
November 7	Auxiliary/Historical Instruments
November 14	Performance Anxiety/Musical Expression
November 21	Creating A Studio/Career Building
November 28	Final Class – <b>Teaching Demonstration</b>
December 5	<b>Final Exam Period - All assignments due!!</b>