

# **MUE 342**

## **Brass Methods Class**

### **Spring 2008**

Classroom: LPAC 1106

Class times: Tuesday/Thursday, 12:30 – 1:45 PM

Tuesday, January 7 – Thursday, April 24, 2008

Credit Hours: 1

Instructor: Dr. Peter J. Wood, Assistant Professor of Music

Office: LPAC 1150

Office Hours: TBA or other times by appointment

Email: pwood@jaguar1.usouthal.edu

Telephone: 460-7821 (office), 631-3708 (home)

### **COURSE DESCRIPTION**

MUE 342 is designed to help music education students learn how to teach each of the brass instruments in a public school setting. Students will discover how to do this most effectively by learning first-hand how to play each of the instruments himself or herself to a basic level.

### **OBJECTIVES**

To prepare the student to teach the brass instruments at the elementary and secondary levels. In order to do this, the student will learn:

- Teaching strategies for the brass instruments.
- How to play each of the brass instruments to a basic level of proficiency:
  - How to form a correct embouchure and breathe effectively.
  - How to produce a characteristic tone.
  - How to hold and finger the instrument correctly and most efficiently.
- How brass instruments work.
- The function of a brass embouchure, how to teach it, and how to diagnose problems.
- Where to find sources of information on brass instruments and pedagogy.

### **TEXTS**

- Whitener, Scott. *A Complete Guide to Brass*, 2<sup>nd</sup> edition. New York: Schirmer, 2008.
- Various beginning brass method books (TBA).

### **TEACHING/LEARNING METHODS**

Performance of the brass instruments, readings, lectures, handouts, teaching assignments, and observations.

### **PRACTICE**

Playing time in class is very limited, and the student is exposed to each instrument for only a few weeks at a time. Therefore, daily private practice outside of class is critical for developing a correctly functioning embouchure. Students are required to practice at least 20 minutes each day, five days per week, outside of class time, for a total of 100 minutes per week. Extra credit will be awarded for students' accurate completion of a practice journal.

## **ATTENDANCE POLICY**

Prompt attendance at all class sessions is required. Each unexcused absence beyond two may result in a one-letter grade deduction. Two unexcused tardies are the equivalent of one unexcused absence. Valid excuses include official school events, illness, and emergency. Work and homework excuses are not acceptable excuses. All absences should be reported to the instructor either prior to a scheduled event or within one week afterward if the absence was unforeseen. **Students are responsible for the acquisition and completion of all materials and activities missed during an absence.**

## **ASSIGNMENTS/LATE WORK POLICY**

Homework assignments will be given on a daily basis. Each chapter should be read carefully and completely **before** the class session in which it is to be discussed, and practicing must be done on a daily basis. It is essential that all students participate actively in class. Therefore, all playing assignments must be prepared ahead of time. **Late written assignments may receive deductions of 10 points per day and may not be accepted after one week past the due date.**

## **PLAYING TESTS**

Playing quizzes will be held periodically to ensure that the student is practicing consistently outside of class. Final playing exams will also be held at the end of each unit.

## **WRITTEN ASSIGNMENTS AND QUIZZES**

Short written assignments and quizzes will be given periodically to check on the student's grasp of the conceptual material. Final written quizzes will also be given over the material on each instrument.

## **TEACHING DEMONSTRATIONS**

Several times during the semester, each student will teach a beginning-level lesson on one of the brass instruments to another less experienced student. These demonstrations will take place in class, and the student/teacher will be evaluated on the effectiveness of each lesson.

## **TEACHING OBSERVATIONS**

Each student will be required to observe a minimum of four brass lessons, on different instruments, during the semester. A typed one-page observation report is required after each lesson. Each observation must be cleared with the instructor being observed beforehand. The reports are due in class on Tuesday, April 22.

## **OUTSIDE BRASS PERFORMANCES**

Each student will be expected to attend a minimum of four brass recitals, masterclasses, or other special events that feature brass players. This includes, but is not limited to, student and faculty recitals, as well as guest brass recitals and masterclasses. The student must turn in a signed program from each event, with a one-page, single-spaced review.

## **COURSE NOTEBOOK**

The course notebook will be a compilation of notes taken in class, notes taken during observations, written assignments, and handouts provided by the instructor. Hopefully, this will serve as an important and useful reference tool to be used during the student's career as a teacher. More detailed information on the class notebook will be issued at a later date.

## **FINAL EXAM**

The final exam will be held on **Thursday, May 1, from 1:00 - 3:00 PM.**

## **GRADING**

20%	Playing tests
20%	Written assignments and quizzes
20%	Teaching demonstrations
5%	Teaching observations
5%	Outside brass performances
20%	Course notebook
10%	Final exam

## **GRADING SCALE**

A	90-100
B	80-90
C	70-80
D	60-70
F	59 and below

## **STATEMENT REGARDING STUDENTS WITH DISABILITIES**

In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodation. The Office of Special Student Services will certify a disability and advise the instructor of reasonable accommodation. If you have a specific disability that qualifies you for academic accommodations, please notify me and provide certification from Disability Services (Office of Special Student Services). The Office of Special Student Services is directed by Ms. Andrea Agnew and is located in the Student Center in Room 270. The telephone number is 460-7212.

## **PLAGIARISM/TURNITIN POLICY**

The University of South Alabama is committed to the fundamental values of preserving academic honesty as defined in the Student Handbook: The Lowdown. Plagiarism is a form of academic dishonesty and must be avoided. Plagiarism is using somebody else's ideas in your writing without correctly identifying such sources. As one resource for helping students avoid plagiarism, your written work in this class may be submitted to Turnitin.com, or a similar detection service, or require you to do so, for an evaluation of originality and proper use and attribution of sources. Assignments submitted to Turnitin.com will be included as source documents in a restricted access database solely for the purpose of detecting possible plagiarism in such documents. As part of this process, you may be required to submit electronic as well as hard copies of your writing. You agree that by taking this course all assignments are subject to submission for originality review. A paper not submitted according to procedures set by the teacher will normally be penalized or not be accepted at all.

## **CHANGES IN COURSE REQUIREMENTS**

Because all classes do not progress at the same rate, the instructor may wish to modify the requirements or their timing as circumstances dictate. If any modifications are required, students will be given adequate advance notification.

## PHILOSOPHY OF EDUCATION

- **All students can learn.** While some may be better suited to a particular career path than others, all students can, with proper guidance and diligent study, learn any task. A good teacher must be able to discern each student's individual learning style and approach the teaching and learning process from the appropriate angles. The teacher must deal with each student as an individual and help him or her to utilize his or her own current skills and knowledge to produce the intended outcomes. I personally enjoy getting to know each student and discovering new teaching methods to reach and bring out his or her individual success.

- **A good teacher should be a role model to his or her students, able either to demonstrate competently the material taught or at least to work toward that end.** He or she must "practice what he preaches," being an ongoing, lifelong learner, a hard worker, and a good citizen and human being. When I was in school, I was always most inspired by the teachers who demonstrated excellence and competence in their chosen field; and it is my aim to do the same.

- **A good teacher should demand excellence from all students and should challenge them to achieve their individual greatest potential—often even greater than they themselves had previously expected.** While students may or may not enjoy the hard work of striving for excellence, my experience shows that they certainly appreciate the results that follow. Students quickly learn to have faith that hard work will indeed result in positive outcomes. The self-discipline that develops is also extremely enabling, allowing students later to achieve any goal upon which they choose to embark. By learning to extend oneself and not to fear challenging circumstances, a student learns the processes by which to accomplish complex tasks. This is certainly beneficial for a student's future, no matter what career path he or she might choose.

- **There is a dual responsibility for the educational process.** Teachers should offer students a variety of opportunities for learning and growing; and students must accept those opportunities and take advantage of them. In order for the learning process to be successful, teachers must work very hard on the students' behalf; and students must trust, accept, and actively pursue the teacher's prescriptions for learning.