

Course Materials

Assigned readings, fingering charts, warm-up exercises, and other materials are available online at <http://www.ulm.edu/~everett/brassclass.html>, and/or will be distributed by the instructor.

Instruments and mouthpieces will be assigned during the first class meeting, and during each meeting in which students “switch” instruments. Your assigned instrument and mouthpiece must be brought to each class meeting.

Each student will be assigned a beginning band method book to use, which must be brought to each class meeting.

Notebook paper.

Pencils.

Course Description and Prerequisites

Brass Class is intended to introduce future teachers to the history, execution, and instruction of the brass instruments used in public and private school band and orchestra programs, including cornet/trumpet, horn, trombone, euphonium, and tuba. While the focus of class meetings will be upon playing the various instruments, readings and study outside of class will expose students to the history, literature, prominent performers, equipment, and other relevant issues pertaining to each instrument. Various beginning band methods will be used for class instruction and playing assignments so that future teachers will gain familiarity with materials available for use in their future programs.

All music majors can register for Brass Class. Others may register with permission of the instructor.

Student Objectives

Students will:

1. Develop fundamental playing ability on cornet/trumpet, horn, trombone, euphonium, and tuba roughly equal to that of an average beginning student on each instrument.
2. Develop sufficient pedagogical knowledge and skills necessary for teaching brass instruments in elementary and secondary schools.
3. Study and evaluate a variety of instructional materials available to brass teachers, for private teaching and ensemble situations, in order to make informed decisions regarding materials for their future programs.
4. Gain exposure to other resources such as books and recordings that can aid in teaching.
5. Develop a basic knowledge of various makes and models of instruments and mouthpieces, so that they can make informed choices when choosing equipment for students.

Teaching Strategies

1. Playing laboratories.
2. Student presentations and teaching opportunities.
3. Readings and study outside of class meetings.

Course Organization

This course will be divided into five units of study, with students playing a different instrument during each unit. Students whose major instruments are brass instruments, however, will not play their major instruments in class, but will instead play a secondary instrument for two units. Assigned readings and study outside of class will correspond to the instrument being played by the student at a given time, although general topics also will be covered. Several beginning band method books will be used for playing labs and assignments during the course of the semester. This will expose students to the different instructional materials available to band and orchestra directors, thus allowing them to make an informed choice of band methods when out in the “real world.”

Organization of the course will be as follows:

Unit 1 Dates: August 24-September 14

Unit 1 Method Book: *Accent on Achievement*

Unit 2 Dates: September 16-September 30

Unit 2 Method Book: *Belwin 21st-Century Band Method*

Unit 3 Dates: October 5-October 21

Unit 3 Method Book: *Band Expressions*

Unit 4 Dates: October 28-November 11

Unit 4 Method Book: *Standard of Excellence*

Unit 5 Dates: November 16-December 7

Unit 5 Method Book: *Essential Elements 2000*

The final exam period on Monday, December 7, will be used for the last playing and overtone tests, additional questions/discussion, and the written final exam.

Assignments and Grading

1. "Take home" written tests – 10%. A "take home" written exam on the instrument being studied will be due at the end of each unit. These will contain multiple-choice, short-answer, and discussion questions on the unit's readings, as well as fill-in-the-blank questions on notes and fingerings for the instrument being studied, and their transpositions.
2. Fingering/overtone tests – 20%. On the last day of each unit students will be required to fill in "blanks" on an overtone chart for the instrument being studied during that unit. This is intended to foster a greater understanding of the acoustical principles governing brass instrument construction, and also to prompt students to learn notes and fingerings for a greater range than that they are able to play.
3. Playing tests – 20%. A separate playing test will also be given at the end of each unit, in which students will be expected to play a scale, a brief etude, and a sightreading exercise. Grading will not be incredibly strict, as the objective is to assess the student's cognitive knowledge of the process of playing each instrument more than his or her actual physical ability to play the instrument. In other words, correct fingerings, breathing, and posture are more important than absolute pitch accuracy.
4. Comprehensive notebook – 5%. Students are to compile all class notes, handouts, fingering charts for each instrument, returned assignments, written notes taken (if any), and other relevant information into a Brass Class notebook to be turned in at the end of the semester. The notebook is a valuable tool as it can be kept and used for ready-reference when the student is out teaching in the "real world."
5. Teaching presentation – 10%. Each student will teach the class during a portion of one class period. A lesson plan will be prepared and submitted to the instructor in advance. 80% of this grade will be based upon the presentation, and the remaining 20% on the written lesson plan.
6. Daily assignments/Quizzes – 10%. These will consist primarily or exclusively of short playing quizzes, though short writing assignments or written exams may be given. These may be announced or unannounced. At minimum, expect to have one playing quiz during each unit.
7. Method book evaluations – 15%. As mentioned above, during each unit a different beginning band method will be used for in-class playing as well as playing quizzes and tests. On the last day of each unit, a 2-3-page evaluation of the book being used will be turned in. Evaluate both material and presentation—is the material appropriate for the age group? Is it well-paced (not moving too quickly or too slowly)? Is it understandable? Is the presentation attractive? After the first evaluation, include in your papers a comparison of the book being evaluated to those studied previously. The last evaluation should indicate which of the five books you would choose for your beginning students, and why.
8. Final exam – 10%. The final exam in Brass Class will be comprehensive, containing questions from each unit's readings, as well as notes and fingerings for each brass instrument.
9. Extra credit. Extra credit assignments will not be given in this course.
10. Due dates. Assignments are due on the date listed on the schedule, unless changed by the instructor; you may or may not be reminded of these verbally. Late assignments will be accepted, with a ten (10)-point penalty.

Grading Scale:

90-100=A

80-89=B

70-79=C

60-69=D

0-69=F

Major Assignments Schedule

Below are the due dates for major assignments and dates on which scheduled tests will be administered. In addition to these, daily assignments/quizzes and teaching presentations will be scheduled over the course of the semester. These dates may be changed at the instructor's discretion, but will be close to these.

Monday, September 14: "Take Home" Written Test 1, Fingering/Overtone Test 1, Playing Test 1
 Wednesday, September 30: "Take Home" Written Test 2, Fingering/Overtone Test 2, Playing Test 2
 Wednesday, October 21: "Take Home" Written Test 3, Fingering/Overtone Test 3, Playing Test 3
 Wednesday, November 11: "Take Home" Written Test 4, Fingering/Overtone Test 4, Playing Test 4
 Wednesday, December 2: "Take Home" Written Test 5
 Monday, December 7: Fingering/Overtone Test 5, Playing Test 5, Final Exam
 Friday, December 11: Comprehensive Notebook

*There is no class meeting on Friday, May 8. Notebooks may be dropped off in Dr. Everett's office at any time prior to this date. Notebooks will be returned in the spring.

Guidelines for Writing Assignments

Written assignments will be graded with 85% of the score derived from content, and 15% from grammar and style. You are NOT permitted to write in first-person on any of these assignments, as the types of writing you will perform for this course are generally expected to remain in third-person. All the typical expectations of formal writing apply, such as:

- Avoiding contractions
- Not ending sentences with prepositions
- Refraining from use of the second person (i.e. "you," "your") or first person (i.e. "I," "we," "our")
- Writing in complete sentences (with a discernable subject/noun and predicate/verb)
- Subject-verb agreement
- Use of singular pronouns for singular nouns, and vice versa
- No use of slang/colloquialism, for the most part. Such expressions can be used sparingly, if enclosed in quotation marks. Remember, you are to write in "dictionary" English, assuming the literal meaning of words, not how they are sometimes used/abused in common speech.

In addition, a few tips on referring to musical works and other significant items:

- The title of a book or of a piece of music should be italicized; the title of a movement within a larger work should be enclosed in quotation marks.
- When referring to a performer, conductor, composer, or author, refer to him or her by first and last name in the first reference; in subsequent references use only the last name. Titles such as Mr., Ms., Dr., etc. are unnecessary, and referring to someone by first name only is not appropriate.
- Do not refer to a piece of music as a "song," unless it is a song. The term "song" refers to a specific musical genre, and is therefore not appropriate for use as a generic term referring to any musical work. Instead of "song," the terms "piece," "work," or "composition" are appropriate; "chart" may also be appropriate when referring to jazz works.

This is not an exhaustive list of suggestions, but should give you an idea of how you are expected to write for these assignments. Being able to express oneself in writing is a vital skill for college graduates and future teachers, and while this is a music class, and therefore grammar does not constitute a large part of your grade, I take my responsibility to help you to write properly quite seriously. Therefore, the style and content of all written assignments will be critiqued in detail. I will be willing to help you as much as possible with your writing, and the Writing Center, located in Administration Building 3-53, can offer assistance as well. However, the best way to learn how to write in a scholarly manner is to *read* scholarly books, articles, and papers!

Attendance

Attendance at each class meeting is essential for the student to master required performance and pedagogical skills. In order for a pre-planned absence to be deemed excused, the student must inform the instructor in advance of the planned absence, and the instructor must approve of the reason for the absence. This rule, of course, does not apply to immediate emergency situations such as sudden illness or injury, car trouble, or death in the immediate family, although it is still desirable that the instructor be contacted in advance, if possible. A doctor's note or other verification may be required. All other absences will be deemed unexcused. Work missed due to an excused absence can be made up; however, pre-assigned work must be turned in to the instructor prior to the missed class if the absence is planned in advance. Work missed due to absences deemed unexcused cannot be made up; pre-assigned work due on the missed date will be accepted, but with a penalty to the student's grade (see above). Students that miss more than seventy-five (75)

percent of class meetings—in this course, eight (8) or more absences—will receive a grade of “W” (prior to the last day to drop a course) or “F” (after the last day to drop a course) in MUSC 317.

Tardies

Students arriving late to class will have their tardies deemed excused if the instructor is informed in advance, or if the student has a note or promise of a note from a doctor, another instructor, or other responsible party. All other tardies will be deemed unexcused. In addition, four (4) unexcused tardies will be considered equal to one unexcused absence. See the attendance policy above for penalties for unexcused absences/tardies. Policies regarding work missed due to tardies are the same as those listed above for absences.

Class Preparation

Students are responsible for practicing their assigned instruments on a daily basis. Although the amount of time students can devote to these instruments may vary from day to day, students are expected to practice a minimum of three (3) hours weekly. Students are also responsible for assigned readings and/or short writing assignments and, of course, for adequate preparation for written tests and quizzes.

University Instruments and Materials

The instruments and mouthpieces used in this course are University property, and the band methods used are either University property or the instructor’s personal property. All loaned materials are to be treated with the utmost care. Loss, destruction, or mutilation of these materials will result in a grade of Incomplete until appropriate restitution is made, except in cases of theft or damage for which the student is not at fault.

Physical Contact Clause

In teaching and developing the physical aspects of playing the instrument it may become necessary in rare instances for some limited physical contact between the instructor and the student to take place, so that the instructor can correctly evaluate what the student is doing and diagnose any problems. Such contact will occur very infrequently, if ever, and will be strictly professional in nature. The instructor will inform the student immediately before contact will take place, and will ask if the student is comfortable with this method of diagnosis before proceeding. If the student is uncomfortable with such contact taking place alternative forms of diagnosis will be used.

General Policies, Procedures, and Information

In addition to the information specified above, information in the ULM Student Policy Manual and Organizational Handbook (<http://www.ulm.edu/studentpolicy>) applies in this course.

In case of an in-class emergency, the instructor will provide information on how to proceed.

For information on Student Services, including the Student Success Center, Counseling Center, Special Needs, and Student Health Services, please visit <http://www.ulm.edu/studentaffairs>.