

COURSE SYLLABUS MUE 2452 WOODWIND SKILLS 2

Spring 2017

MON and WED 5th period, MUB 121

INSTRUCTORS

Oboe Module: Dr. Leslie Odom lodom@ufl.edu

Bassoon Module: Anthony Anurca anthony.anurca@gmail.com

Saxophone Module: Brendan Catalano brendancatalano@ufl.edu, Paul Lessard plessard@ufl.edu

COURSE OBJECTIVES

To equip the student with basic playing and teaching skills for oboe, bassoon and saxophone.

PREREQUISITE

MUE 2451

COURSE MATERIALS

A. Texts:

Eisenhauer, William. Learn to Play the Bassoon. Alfred Music: New York, 1972.

Helton, Jonathan. Teaching Beginning Saxophonists: A sequential method. np. 2014.

Joppig, Gunther. The Oboe and the Bassoon. Amadeus Press: Portland Oregon, 1988.

Spencer, William. The Art of Bassoon Playing. Summy-Birchard Company: Evanston, Illinois, 1969.

Weber-Edlefsen. Oboe Student, Level 1. Belwin-Mills, New York.

Essential Elements 2000 Comprehensive Band Method Bassoon Book 1. Hal Leonard Corp.

B. Supplies:

Instruments and one reed for each instrument will be provided for your use. Additional reeds may need to be purchased.

C. Other works cited and/or reviewed in class:

Dietz, William, Editor. Teaching Woodwinds: A method and resource handbook for music educators. Schirmer Books: New York, 1998.

Feldstein, Sandy, and John O'Reilly. Yamaha Band Student. Alfred Publishing: Van Nuys, California, 1988.

Hegvik, Arthur. Modern Course for the Saxophone. Book 1. Henri Elkan: New York, 1971.

Lautzenheiser, Tim, et. al. Essential Elements 2000. Hal Leonard: Milwaukee, Wisconsin, 1999.

O'Reilly, John, and Mark Williams. Accent on Achievement. Alfred Publishing: Van Nuys, California, 1997.

Pearson, Bruce. Standard of Excellence. Neil A Kjos: San Diego, California, 1993.

Weber, Fred. Alto Saxophone Student. Belwin-Mills: New York, 1969.

Weber, Fred. First Division Band Method. Belwin Mills: New York, 1962.

Westphal, Frederick W. Guide to Teaching Woodwinds. Fourth Edition. Dubuque, Iowa : W.C. Brown Publishers, 1985.

ATTENDANCE POLICY

Class attendance is required of all students enrolled. All students are expected to be on time for class and ready with instruments before the beginning of each class session.

GRADING

Each module will count for one-third of the final grade. Individual modules will be graded as follows:

Bassoon: Notebook 25%, Three playing tests 25% each.

Saxophone: Three playing tests, 25% each; one written test, 25%

Oboe: Four playing tests, 15% each; final playing test, 25%; final written test 15%

COURSE SCHEDULE

This course will be team taught in three modules. Students will study each instrument at independent times as the semester progresses.

Introduction to the Course

January 4, first day of classes

MONDAYS – Bassoon

JAN 9, 23, 30, FEB 6, 13, 20, 27 MAR 13, 20

WEDNESDAYS – Oboe

JAN 11, 18, 25, FEB 1, 8, 15, 22, MAR 1, 15

SAXOPHONES – Mondays and Wednesdays

MAR 22, 27, 29, APR 3, 5, 10, 12, 17, 19

No final exam.

Bassoon Module

Day 1: Bassoon assembly, key names, basic care and maintenance, reeds, embouchure; Guidelines for Bassoon Skills Notebook distributed

Day 2: F, E, D, C, B-flat, B natural; correct posture and hand position

Day 3: A, G, and F-major scale (one octave); Half Hole notes (F#, G, Ab)

Day 4: Playing Test #1; Navigating the low notes (Bb, B, C, C#, D, Eb, E)

Day 5: C Major scale (1st octave); Eb Major Scale (1st octave); D Major Scale (1st octave)

Day 6: How to use the vent keys; C Major (2nd Octave) ; Eb Major (2nd Octave)

Day 7: Playing Test #2; F Major (2nd octave); D Major (2nd octave)

Day 8: Books and Bassoon Literature; Simple Reed Adjustments

Day 9: Playing test #3; Bassoon Skills Notebook due

Oboe Module

Day 1 Putting instrument together

Day 2 Lessons 1-4

Day 3 Lessons 5-8

Day 4 Lessons 9-10

Day 5 Lessons 11-12 Playing Test: Lesson 7, #7 & #8

Day 6 Lessons 13-16 Playing Test: Lesson 8, #2 & #7

Day 7 Lessons 17-20 Playing Test: Lesson 11, #1 & #7

Day 8 Lessons 21-24 Playing Test: Lesson 14 #7 & Lesson 16 #4

Day 9 Lessons 25-28 Final Playing Test; Final Written Test

Saxophone Module

Day 1 Equipment, Playing position, Embouchure (vs. clarinet), Basic fingerings

Day 2 Alternate fingerings, Scales

Day 3 Playing test #1, Tonguing

Day 4 Identifying problems (equipment, embouchure, fingering, tonguing)

Day 5 Intonation tendencies on the saxophone, Method books

Day 6 Playing test #2, Refining the saxophone tone, Reeds

Day 7 The jazz sound, The saxophone family

Day 8 Identifying problems (equipment, embouchure, fingering, tonguing, pitch, tone)

Day 9 Playing test #3, Written test

MATERIALS AND SUPPLY FEE

\$48.78

COURSE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

ACADEMIC HONOR POLICY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class

STUDENTS REQUESTING ACCOMMODATIONS DUE TO DISABILITIES

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

rev. 12/28/16