

**Course Syllabus**  
**MUE 2452 Woodwind Skills 2**  
**Spring 2019**  
**MON, WED 5th period**  
**MUB 121 and MUB 145**

**Instructors:**

**Oboe Module**

Dr. Leslie Odom  
[lodom@ufl.edu](mailto:lodom@ufl.edu)

**Saxophone Module**

Gerard Spicer  
[gspicer@ufl.edu](mailto:gspicer@ufl.edu)

**Bassoon Module**

Dr. Shannon Lowe  
[slowe@arts.ufl.edu](mailto:slowe@arts.ufl.edu)  
Kayleigh Bagley, graduate assistant  
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**Course Objectives**

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

**Prerequisite** MUE 2451

**Course Materials**

A. Texts:

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

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

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

Wolfe Jensen, Kristin. *Music and the bassoon*. [www.musicandthebassoon.org](http://www.musicandthebassoon.org)

B. Supplies:

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

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.

Weissenborn, J. Weissenborn Method for Bassoon (New Enlarged Edition). Carl Fischer: New York, 1940.

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: Two playing tests 30% each; One written test, 15%; Beginning Bassoon Microlesson, 25%

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

Oboe: Five playing tests

## Course Schedule

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

### **COHORT 1**

#### *Saxophone*

Monday and Friday 5<sup>th</sup> period on January 9, 14, 16, 23, 28, 30, February 4, 6, 11

#### *Bassoon*

Monday and Wednesday 5<sup>th</sup> period on February 13, 18, 20, 25, 27, March 11, 13, 18, 20

#### *Oboe*

Monday and Wednesday 5<sup>th</sup> period on February 13, 18, 20, 25, 27, March 11, 13, 18, 20

### **COHORT 2**

#### *Oboe*

Monday and Wednesday 5<sup>th</sup> period on March 25, 27, April 1, 3, 8, 10, 15, 17, 22

#### *Bassoon*

Monday and Wednesday 5<sup>th</sup> period on March 25, 27, April 1, 3, 8, 10, 15, 17, 22

### **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 and Fingering Exam

## **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

## **Bassoon Module**

Day 1:	Bassoon assembly, key names, reeds, embouchure; correct posture and hand position; basic care and maintenance; Guidelines for Beginning Bassoon Microlesson distributed and discussed.
Day 2:	Beginning notes: C, D, E, and F; Low F, G, A, and B; Playing Test #1 Examples Distributed
Day 3:	Thumb key notes: Bb and Eb; Introduction to half hole notes (F#, G, Ab)
Day 4:	Half hole notes continued; venting notes (A, B, Bb, C)
Day 5:	Playing Test #1; Adding more thumb keys: middle Db and Low notes-Bb, B, C, Db, D, Eb, and E; Playing Test #2 Examples Distributed
Day 6:	Low notes continued; Introduction to high notes-Db, D, Eb, E, F, F#, and G
Day 7:	high notes continued; basic reed adjustments
Day 8:	Playing Test #2; Written Test distributed
Day 9:	Beginning Bassoon Microlessons (entire class)/Written Test Due

## **Disclaimer**

Course schedule and content subject to change.

## **Academic Honor Policy**

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action. As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

### **Students Requesting Accommodations due to Disabilities:**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

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