

UNIVERSITY OF FLORIDA SCHOOL OF MUSIC

MUE 2450: WOODWIND SKILLS I

Flute

Section 3519

Fall 2019

MW 5th Period

Ms. Katie Mess

Graduate Teaching Assistant

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Office hours: by appointment

Required Reading:

Guidebook for Flute Skills Instruction (2014) – Dr. Mary Birkner

Course Description: This course includes introductions to the flute and the clarinet. The class will be split into two sections, one studying flute and the other clarinet. Halfway through the semester the sections will switch instructors and instruments. MUE 2450 Woodwind Skills I is the prerequisite for enrollment in MUE 2451 Woodwind Skills II, which is offered in the spring semester.

Course Objective: This course will provide future music educators with pedagogical techniques and methods for teaching elementary and secondary flute in instrumental programs. This class will focus on developing skills such as breathing, embouchure formation, tone production, articulation, fingerings, hand position, posture, and proper care of the instrument. Performance on the flute will be required to facilitate a complete understanding of the instrument.

Attendance Policy: Class attendance is mandatory and is factored into your final grade. Students are required to enter class on time and sign the attendance sheet. Any student missing class for any reason is responsible for getting notes and handouts from a fellow student, not from the instructor.

Habitual tardiness (more than two instances) will result in an unexcused absence. Each unexcused absence will lower your your final grade by one letter (A becomes A-, A- becomes B+, etc.)

Students will receive no penalty for any excused absences. The criteria for excused absences are (1) medical reasons accompanied by a signed statement from your doctor, (2) unanticipated family emergencies accompanied by a signed statement from your parent or guardian, (3) a religious holiday observance with a one-week prior notification to instructor, or (4) military service or court-imposed legal obligations accompanied by written proof one week prior to your absence.

Materials: The following materials should be brought to class each meeting:

- Flute (to be checked out on the first day of class)
- Music stand

- Notebook containing course materials (handouts, articles, class notes, fingering charts, etc.)
- Cleaning cloth/handkerchief
- Pencil

Learning Objectives: Students are expected to demonstrate the following skills:
Students will be able to:

- Demonstrate proper form for flute performance (posture, finger/arm/hand placement)
- Demonstrate proper tuning techniques
- Perform assigned exercises with proper technique, tone, and intonation
- Troubleshoot basic performance problems
- Perform/understand *basic* instrument maintenance and repair
- Describe basic criteria for instrument selection
- Create a notebook with resources pertinent to teaching beginning and intermediate level flutists.

Evaluation: The flute unit grade will be based upon the following:

- Four written quizzes – (10 points each) 40 points
- Four performance skills tests – (10 points each) 40 points
- Notebook 10 points
- Daily preparation/participation/attendance 10 points

TOTAL.....100 points

Your final grade will be an average of your scores in both the flute and clarinet sections.

Your earned numerical grade will be assigned a letter grade based on the following chart:

Letter Grade	% Equivalency	GPA Equivalency
A	93-100	4.0
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	0.67
E, I, NG, S-U, WF	Below 60	0.00

Current UF Grading Policies for Assigning Grade Points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Professional Standards and Academic Honor Code: 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-honorcode/>) 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.

Accommodations for Students with 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.

Note: Due to the physical nature of performing any instrument, please be aware that it may be necessary for the instructor to touch you to demonstrate certain techniques during class. Please inform the instructor if you ever feel uncomfortable.

Online Course Evaluation Process: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Campus Resources:

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

Academic Resources:

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
<http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf On-Line Students
Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

**Please turn cell phones off prior to entering class.
The use of electronic devices other than your laptop (for taking notes) is prohibited.
Texting is strictly prohibited.**

Schedule of Topics – Fall 2019

****Material subject to change based on needs of students***

Wed. Aug. 21

- Distribution of syllabus, class schedule, and instruments.
- Introductions.

Mon. Aug. 26

- Introduce instruments that comprise the flute family, including transpositions and playing ranges.
- Discuss considerations for selecting flutists.
- Introduce sound production on the flute and embouchure formation.
- Practice producing a sound by playing on just the headjoint.
- Introduce proper assembly of the instrument and care of the flute.

Assignment: Work on producing a consistent high and low sound on headjoint.

Wed. Aug. 28

- Review sound production and embouchure formation.
- Practice producing a sound on just the headjoint.
- Review assembly of instrument.
- Introduce hand positions and the fingering chart.
- Discuss basic articulation and breathing.
- PowerPoint on a brief history of the flute.
- Introduce fingerings for F, G, A, and B-flat.
- Begin learning the first musical etude, and “Hot Cross Buns.”

Assignment: Review fingerings for F, G, A, and Bb. Practice playing the first musical etude and “Hot Cross Buns.” Prepare for written quiz #1

Mon. Sept. 2 - Holiday

Wed. Sept. 4

Written Quiz #1

- Review proper assembly of the instrument, hand positions, articulation, and breathing.
- Microteaching: demonstrate basic sound production, embouchure formation, assembly of instrument, and hand positioning by “teaching” a classmate during class.
- Introduce proper sitting and standing posture.
- Review fingerings for F, G, A, and B-flat.
- Introduce “Lightly Row” etude.

- Extend range for one octave F major scale by introducing fingerings for C, D, E. Introduce one-octave F major scale and F major etude, "Are You Sleeping?"

Assignment: Practice playing the F major scale and F major etude, "Are you Sleeping?" Prepare for playing test #1.

Mon. Sept. 9

Playing test #1 – F major scale and F major etude

- Review proper seated and standing posture.
- Practice troubleshooting classmates' issues with sound production, hand positioning, articulation, or posture.
- Review basic articulation and use of embouchure and airstream to produce higher notes on the flute. Introduce fingering for E-flat. Extend playing range for a one octave B-flat major scale and the B-flat major etudes: "Long, Long Ago," and "America"
- Have students play in both seated and standing positions.

Assignment: Review B-flat major scale and "Long, Long Ago," and "America"

Wed. Sept. 11

- Further discuss breathing concepts (breathing gym).
- Introduce tactics for tuning flutes and adjusting intonation.
- Introduce alternate fingering possibilities for B-flat. Review B-flat major scale and B-flat major etudes.

Assignment: Review Bb-flat major scale and "etudes. Prepare for written quiz #2.

Mon. Sept. 13

Written Quiz #2

- Review intonation concepts.
- Practice tuning flutes with tuners.
- Discuss tone development.
- PowerPoint: Review previously learned concepts.

Assignment: Review B-flat major scale and etudes. Prepare for playing test #2.

Wed. Sept. 18

Playing Test #2: B-flat major scale and B-flat major etude

- Introduce factors for instrument selection including features of beginning, intermediate, and professional model flutes.
- Introduce fingering for A-flat, low E-flat, high D and high E-flat.
- Introduce E-flat major scale and etudes.
- Assignment: Review new fingerings, E-flat major scale, and etudes, "Simple Gifts," and "Lavender's Blue."

Mon. Sept. 23

- Discuss seating of flutes in band or orchestral setting.
- Review tone development and intonation concepts.
- Practice tone development exercises.
- Review two-octave E-flat major scale and etudes.

- Assignment: Review E-flat major scale and etudes. Prepare for written test #3.

Wed. Sept. 25

Written Test #3

- Introduce online resources
- Review E-flat major scale and etudes.
- Assignment: Prepare for playing test #3: E-flat major scale and etude.

Mon. Sept. 30

Playing Test #3: E-flat major scale and etude.

- Brief description of extended techniques: harmonics, whistle tones, trills, multi-phonics, etc.
- Discuss advanced tonguing techniques: double, triple, flutter tongue, etc.
- Introduce fingering for D-flat. Introduce A-flat major scale and etudes, "Chester," and "Yankee Doodle."

Assignment: Practice A-flat major scale, and etudes.

Wed. Oct. 2

- Piccolo basics, piccolo repertoire, selecting a piccolo player.
- Review A major scale and etudes.

Assignment: Prepare for Playing Test #4: A-flat major scale and etude. Prepare for Written Test #4. Finalize flute notebooks.

Mon. Oct. 7

- Discuss important flutists and specific recordings to showcase standard repertoire.
- Method book review
- Tips for ensemble playing (tuning, matching style, blending sound)
- Duets

Assignment: Prepare for written test #4. Prepare for playing test #4. Finalize flute notebooks.

Wed. Oct. 9

Playing Test #4: A-flat major scale and etude, Written Test #4, Notebooks due.

- Last day in flute section...tie up loose ends

---Second Section ---

Mon. Oct. 14

Distribution of syllabus, class schedule, and instruments.
Introductions.

Wed. Oct. 16

Introduce instruments that comprise the flute family, including transpositions and playing ranges.

Discuss considerations for selecting flutists.

Introduce sound production on the flute and embouchure formation.

Practice producing a sound by playing on just the headjoint.

Introduce proper assembly of the instrument and care of the flute.

Assignment: Work on producing a consistent high and low sound on headjoint.

Mon. Oct. 21

Review sound production and embouchure formation.

Practice producing a sound on just the headjoint.

Review assembly of instrument.

Introduce hand positions and the fingering chart.

Discuss basic articulation and breathing.

PowerPoint on a brief history of the flute.

Introduce fingerings for F, G, A, and B-flat.

Begin learning the first musical etude, and “Hot Cross Buns.”

Assignment: Review fingerings for F, G, A, and Bb. Practice playing the first musical etude and “Hot Cross Buns.” Prepare for written quiz #1

Wed. Oct. 23

Review sound production and embouchure formation.

Practice producing a sound on just the headjoint.

Review assembly of instrument.

Review hand positions and the fingering chart.

Review basic articulation and breathing.

Review fingerings for F, G, A, and B-flat.

Review the first musical etude, and “Hot Cross Buns.”

Assignment: Review fingerings for F, G, A, and Bb. Practice playing the first musical etude and “Hot Cross Buns.” Prepare for written quiz #1

Mon. Oct. 28

Written Quiz #1

Review proper assembly of the instrument, hand positions, articulation, and breathing.

Microteaching: demonstrate basic sound production, embouchure formation, assembly of instrument, and hand positioning by “teaching” a classmate during class.

Introduce proper sitting and standing posture.

Review fingerings for F, G, A, and B-flat.

Introduce “Lightly Row” etude.

Extend range for one octave F major scale by introducing fingerings for C, D, E.

Introduce one-octave F major scale and F major etude, “Are You Sleeping?”

Assignment: Practice playing the F major scale and F major etude, “Are you Sleeping?” Prepare for playing test #1.

Wed. Oct. 30

Playing test #1 – F major scale and F major etude

Review proper seated and standing posture.

Practice troubleshooting classmates' issues with sound production, hand positioning, articulation, or posture.

Review basic articulation and use of embouchure and airstream to produce higher notes on the flute. Introduce fingering for E-flat. Extend playing range for a one octave B-flat major scale and the B-flat major etudes: "Long, Long Ago," and "America"

Have students play in both seated and standing positions.

Assignment: Review B-flat major scale and "Long, Long Ago," and "America"

Mon. Nov. 4

Further discuss breathing concepts (breathing gym).

Introduce tactics for tuning flutes and adjusting intonation.

Introduce alternate fingering possibilities for B-flat. Review B-flat major scale and B-flat major etudes.

Assignment: Review Bb-flat major scale and "etudes. Prepare for written quiz #2.

Wed. Nov. 4

Written Quiz #2

Review intonation concepts.

Practice tuning flutes with tuners.

Discuss tone development.

PowerPoint: Review previously learned concepts.

Assignment: Review B-flat major scale and etudes. Prepare for playing test #2.

Mon. Nov. 11

No School – Veterans' Day

Wed. Nov. 13

Playing Test #2: B-flat major scale and B-flat major etude

Introduce factors for instrument selection including features of beginning, intermediate, and professional model flutes.

Introduce fingering for A-flat, low E-flat, high D and high E-flat.

Introduce E-flat major scale and etudes.

Assignment: Review new fingerings, E-flat major scale, and etudes, "Simple Gifts," and "Lavender's Blue."

Mon. Nov. 18

Discuss seating of flutes in band or orchestral setting.

Review tone development and intonation concepts.

Practice tone development exercises.

Review two-octave E-flat major scale and etudes.

Assignment: Review E-flat major scale and etudes. Prepare for written test #3.

Wed. Nov. 20

Written Test #3

Introduce online resources

Review E-flat major scale and etudes.

Assignment: Prepare for playing test #3: E-flat major scale and etude.

Mon. Nov. 25

Playing Test #3: E-flat major scale and etude.

Brief description of extended techniques: harmonics, whistle tones, trills, multi-phonics, etc.

Discuss advanced tonguing techniques: double, triple, flutter tongue, etc.

Introduce fingering for D-flat. Introduce A-flat major scale and etudes, "Chester," and "Yankee Doodle."

Assignment: Practice A-flat major scale, and etudes.

Wed. Nov. 27

No School- Thanksgiving Break

Mon. Dec. 2

Piccolo basics, piccolo repertoire, selecting a piccolo player.

Discuss important flutists and specific recordings to showcase standard repertoire.

Review A major scale and etudes.

Assignment: Prepare for Playing Test #4: A-flat major scale and etude. Prepare for Written Test #4. Finalize Flute Notebooks.

Wed. Dec. 4

Playing Test #4: A-flat major scale and etude. Written Test #4. Flute notebooks due.

Assignment: Prepare for written test #4. Finalize Flute Notebook