

## SYLLABUS

University of Florida | School of Music

### **MUE 2460 Brass Skills I**

Monday and Wednesday | 1<sup>st</sup> period (7:25-8:15 am)

Music Building, Room 121

Fall 2019

#### Instructor

Barry Hartz, Ph.D.

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Office: Rm 331

Office Hours: Mondays 8:30-10:30 am and by appointment

#### Graduate Teaching Assistant

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#### Course Description

This course engages pre-service music educators in developing the knowledge, skills, and understanding needed to play and teach brass instruments. A sound-to-symbol approach is used to address fundamentals of audiation, tone production, and technique; common challenges; diagnostic techniques; teaching strategies, and acoustical properties of brass instruments.

#### Course Objectives

Throughout this course students will practice, perform, read, discuss, and teach in individual and group settings in order to achieve the following objectives:

- Develop a characteristic tone and intermediate range and technique on multiple brass instruments.
- Demonstrate effective pedagogical approaches to teaching proper brass posture, hand position, embouchure formation, breath support, articulation, and technique.
- Demonstrate an understanding of sound-to-symbol pedagogy and the ability to teach tonal patterns, rote songs, and notated etudes in a variety of tonalities and meters.
- Demonstrate an understanding of ways to engage students in improvisation and composition from the earliest stages of their musical development.
- Demonstrate an understanding of how the harmonic series, valve combinations, and slide positions combine to produce a chromatic scale throughout the range of any brass instrument.

- Develop an understanding of common errors and misunderstandings experienced by brass students and effective means of helping students prevent and correct errors and misunderstandings.
- Develop an awareness of pedagogical materials and repertoire for developing brass instrumentalists.
- Demonstrate the ability to apply pedagogical concepts and techniques with beginning brass students in an elementary school setting.
- Demonstrate the ability to reflect on experience in order to improve teaching and learning.

### Required Textbook

Bailey, W. et. al. (2008). *Teaching Brass: A Resource Manual (2<sup>nd</sup> Ed.)*. New York: McGraw-Hill.

### Supplemental Resources

The following is a list of recommended additional resources that address many aspects of brass performance and pedagogy. Required readings for this course from sources other than the Bailey text will be available on Canvas.

Bachelder, D., & Hunt, N. (2002). *Guide to teaching brass (6<sup>th</sup> ed.)*. Boston, MA: McGraw Hill.

Brooks, J.G., & Brooks, M.G. (1999). *In search of understanding: The case for constructivist classrooms*. Upper Saddle River, NJ: Merrill Prentice Hall.

Ely, M.C., & Van Deuren, A.E. (2009). *Wind talk for brass: A practical guide to understanding and teaching brass instruments*. New York, NY: Oxford University Press.

Griffin, A. (2012). *Buzz to brilliance: A beginning and intermediate guide to trumpet playing*. New York, NY: Oxford University Press.

Grunow, R.F., Gordon, E.E., & Azzara, C.D. (2001) *Jump right in: The instrumental series teacher's guide (revised ed.)*. Chicago, IL: GIA.

Hammel, A.M., Hickox, R.Y., & Hourigan, R.M. (Ed.). (2016). *Winding it back: Teaching to individual differences in music classroom and ensemble settings*. New York, NY: Oxford University Press.

Jagow, S. (2012). *Tuning for wind instruments: A roadmap to successful intonation*. Galesville, MD: Meredith Music Publications.

Millican, J.S. (2012). *Starting out right: Beginning-band pedagogy*. Lanham, MD: Scarecrow Press.

Pilafian, S., & Sheridan, P. (2001). *The breathing gym*. Mesa, AZ: Focus On Music.

Schleuter, S.L. (1997). *A sound approach to teaching instrumentalists* (2<sup>nd</sup> ed.). Belmont, CA: Schirmer.

Whitener, S. (2007). *A complete guide to brass* (3<sup>rd</sup> ed.). Belmont, CA: Wadsworth/Thompson Learning.

Wiggins, J. (2015). *Teaching for musical understanding* (3<sup>rd</sup> ed.). New York, NY: Oxford University Press.

### Assessment

Assignment	Points per Assignment	Total Points	Percent of Grade
Online Reading Quizzes (4)	20	80	≈ 10%
Playing Tests (2)	100	200	≈ 20%
Lesson Project	200	200	≈ 20%
Worksheets (3)	20	60	≈ 10%
In-Class Teaching (2)	100	200	≈ 20%
Digital Binder	100	100	≈ 10%
Playing/Teaching Final	100	100	≈ 10%

### Grading Scale

100	A+
93-99	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Additional information on grades and grading policies is available here:  
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## Class Attendance

Prompt and consistent attendance is a fundamental aspect of professionalism and essential to the success of both students and teachers. University policies regarding excused absences in cases of illness, serious family emergency, military obligation, severe weather, religious obligation, official University activities, and court-imposed obligations will be followed in this course. Anticipated absences must be documented and approved by the instructor in advance. Students are responsible for contacting Dr. Hartz prior to the start of class in the event of an unanticipated emergency. **Any unexcused absence will result in a 5% penalty applied to the final course grade.** In accordance with University policy, students will be afforded a reasonable amount of time to make up work missed due to an excused absence. It is each student's responsibility to make arrangements to complete missed work. Additional information regarding University attendance policies is available at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Musicians understand that arriving prior to the beginning of a rehearsal is essential to being prepared to begin on time. Class will begin every day promptly at 7:25 am. Being on time will be defined as being in place with instrument and music ready at 7:25. This will require arriving prior to the start of class. **Three late arrivals will result in the same final grade penalty as an unexcused absence (5% penalty applied to the final course grade).**

## Assignment Completion and Submission

Completing work thoroughly and on time is another fundamental aspect of professionalism essential to success as a student or teacher. Assignments are due on the announced due date. Late work will not be accepted without the prior approval of the instructor. Since students do not master skills at the same pace, students are encouraged to ask for additional time, help, and modifications as needed to complete playing assignments. Please make arrangements with Dr. Hartz if you experience extenuating circumstances that you feel necessitate any modification to an assignment or due date. Due dates published in this syllabus are subject to change based on the progress of the class.

## Communication

Students are expected to check their UF email account daily for course announcements. All communication is expected to be professional and courteous. When contacting a professor, TA, or classmate, begin your email with a greeting and sign your name at the conclusion of the message. If you send an email to Dr. Hartz or Ms. Kastner during the week (M-F), you can expect a reply within 24 hours (barring extenuating circumstances). We will reply on weekends as we are able.

## Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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.

## Additional Support

Contact information for the 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.

## Course Evaluation

Your feedback is essential to assuring that this course prepares you for the rigors of the music teaching profession and provides the support you need to thrive. 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/>.

## Class Demeanor

This class involves continuous active participation. You will be too busy listening, singing, moving, thinking, and playing to eat breakfast, drink coffee, or consult your phone. As professionals, we will be open to and respectful of diverse opinions expressed by students and instructors.

## University Honesty 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 (<https://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 TA in this class.

## Course Calendar

<p><b>week 1</b></p>		<p><b>AUG 22 - UNIT 1A (MI-RE-DO)</b></p> <p>Developing musicianship without instruments</p> <p><b>assignment:</b></p> <ul style="list-style-type: none"> <li>• Read Bailey, CH 2-3</li> <li>• Complete online quiz #1 on Bailey, CH 2-3 by SUN, SEP 2.</li> </ul>
<p><b>week 2</b></p>	<p><b>AUG 27 - UNIT 1A (MI-RE-DO)</b></p> <p><b>finger &amp; sing:</b></p> <ul style="list-style-type: none"> <li>• 3-note Tonal Patterns (VA, translation, finger &amp; sing)</li> <li>• Steps &amp; Jumps</li> <li>• Zig-Zag Scale</li> <li>• 4-Note Thirds</li> <li>• Hot Crossed Buns, Pierrot, Major Duple</li> </ul> <p><b>play:</b></p> <ul style="list-style-type: none"> <li>• Breathing Gym: ex. 2 &amp; 4</li> <li>• Review hold &amp; posture</li> <li>• mp buzz: Chops 2a &amp; 2b</li> <li>• Hold 6 seconds, 4x4, 222 on MI, RE &amp; DO</li> </ul>	<p><b>AUG 29 - UNIT 1A (MI-RE-DO)</b></p> <p><b>finger &amp; sing, then play:</b></p> <ul style="list-style-type: none"> <li>• Breathing Gym: ex. 2 &amp; 4</li> <li>• Chops 2a &amp; 2b</li> <li>• 3-Note Tonal Patterns (play/finer &amp; sing; play/play)</li> <li>• Steps &amp; Jumps</li> <li>• Zig-Zag Scale</li> <li>• 4-Note Thirds</li> <li>• 3 Rote Songs</li> </ul> <p><b>Sound to Symbol Presentation</b></p> <p><b>reminder:</b> complete online quiz #1 on Bailey, CH 2-3 by SUN, SEP 2.</p>
<p><b>week 3</b></p>	<p style="text-align: center;">LABOR DAY no class</p>	<p><b>SEP 5 - UNIT 2A (DO-FA Dorian)</b></p> <ul style="list-style-type: none"> <li>• Breathing Gym: ex. 4 &amp; 5</li> <li>• Dorian lip slur &amp; long tones</li> <li>• Dorian scale</li> <li>• Dorian thirds</li> <li>• Dorian Tonal Patterns (VA: finger &amp; sing; play)</li> <li>• We Will Rock You</li> <li>• Lean On Me</li> <li>• Dorian Power Jam</li> </ul> <p><b>assignments:</b></p> <ul style="list-style-type: none"> <li>• Read Millican, CH 2 (Language of Music)</li> <li>• UNIT 1 Playing Test #1 due SEP 7</li> </ul>

		<ul style="list-style-type: none"> <li>Complete online quiz #2 on Millican, CH 2 and Sound-to-Symbol presentation by SUN, SEP 16.</li> </ul>
<b>week 4</b>	<b>SEP 10 - UNIT 2A (DO-FA Dorian)</b> <ul style="list-style-type: none"> <li>Breathing Gym: ex. 2</li> <li>Dorian lip slurs &amp; long tones</li> <li>Review Units 1-2</li> <li>Dorian Power Jam</li> </ul> <b>assignment:</b> Read Millican, CH 5 (Introducing Notation)	<b>SEP 12 - UNIT 3A (TI-SO)</b> <ul style="list-style-type: none"> <li>Breathing Gym: ex. 6 (w/hand)</li> <li>Chops: 3a &amp; 3b</li> <li>5-note Zig-Zag Scale and Tonic Arpeggio</li> <li>Tonic-Dominant Patterns (AO, VA, finger &amp; sing)</li> <li>Ode to Joy</li> <li>Lightly Row</li> </ul> <b>Introducing Notation Presentation</b>  <b>reminder:</b> Complete online quiz #2 on Millican, CH 2 and Sound-to-Symbol presentation by SUN, SEP 16.
<b>week 5</b>	<b>SEP 17 - UNIT 3A (TI-SO)</b> <ul style="list-style-type: none"> <li>Breathing Gym: ex. 7</li> <li>Chops: 3a &amp; 3b</li> <li>Zig-Zag Scale &amp; Arpeggio</li> <li>Tonic-Dominant Patterns (self-play)</li> <li>Thirds in 4s</li> <li>Ode to Joy</li> <li>Lightly Row</li> <li>Saints</li> <li>Savage Skills: #20-22, 26-28</li> </ul> <b>Diagnosing Problems Presentation + Lesson Project Introduction</b>  <b>assignments:</b> <ul style="list-style-type: none"> <li>Read Bailey 22-23 &amp; 66-68, Wind Talk pp. 491-494, and Buzz to Brilliance pp. 9-27 on <b>Posture</b>.</li> <li>Complete online quiz #3 on <b>Posture</b> by SUN, SEP 30.</li> <li>Start Lesson Project lessons. All lessons must be completed by <b>FRI, OCT 12</b></li> </ul>	<b>SEP 19 - UNIT 3A (TI-SO)</b> <ul style="list-style-type: none"> <li>Breathing Gym: ex. 8</li> <li>Chops: 3a &amp; 3b</li> <li>Review scale, thirds, Ode to Joy, Lightly Row, Saints.</li> <li>Tonic-Dominant Arpeggios</li> <li>Tonic-Dominant Patterns (self-play &amp; play-play)</li> <li>Jingle Bells</li> <li>Savage Skills: #29-30</li> </ul> <b>reminders:</b> <ul style="list-style-type: none"> <li>Complete online quiz #3 on <b>Posture</b> by SUN, SEP 30.</li> <li>Start Lesson Project lessons. All lessons must be completed by <b>FRI, OCT 12</b></li> <li>Initial conference to review lesson video due by <b>FRI, SEP 28</b>.</li> </ul>

<p><b>week 6</b></p>	<p><b>SEP 24 - UNIT 3A (TI-SO)</b></p> <ul style="list-style-type: none"> <li>Breathing Gym: ex. 2 &amp; 9</li> <li>Chops: 4a &amp; 4b</li> <li>Review zig-zag scale, tonic-dominant arpeggios</li> <li>Introduce G-C chromatic</li> <li>Learn 3rds in 3s</li> <li>Review Ode to Joy, Lightly Row, Saints, Jingle Bells</li> <li>Savage Skills: #36, 39, 41</li> </ul> <p><b>assignments:</b></p> <ul style="list-style-type: none"> <li>Read Bailey pp. 68-70 and Griffin CH. 3, pp. 29-41 on <b><i>Embouchure</i></b></li> <li>Complete online quiz #4 on <b><i>Embouchure</i></b> by SUN, OCT 7</li> </ul> <p><b>reminder:</b></p> <ul style="list-style-type: none"> <li>Initial conference to review lesson video due by <b>FRI, SEP 28.</b></li> </ul>	<p><b>SEP 26 - UNIT 4A (TI-LA)</b></p> <ul style="list-style-type: none"> <li>Breathing Gym: ex. 2 &amp; 10</li> <li>Chops 4a &amp; 4b</li> <li>Learn scale (LA/TI)</li> <li>Review tonic-dom arpeggios</li> <li>Learn 3rds up to LA</li> <li>Tonic-Dom patterns (VA, translation, play/play)</li> <li>London Bridge</li> <li>Savage Skills: #37, 40, 42</li> <li>G-C Chromatic</li> </ul> <p><b>reminders:</b></p> <ul style="list-style-type: none"> <li>Complete online quiz #4 on <b><i>Embouchure</i></b> by SUN, OCT 7</li> <li>Lesson Project completion due by <b>FRI, OCT 12</b></li> </ul>
<p><b>week 7</b></p>	<p><b>OCT 1 - UNIT 4A (TI-LA)</b></p> <ul style="list-style-type: none"> <li>Breathing Gym: ex. 11</li> <li>Chops 5a, 5b, &amp; 5c</li> <li>Review scale, 3rds, tonic-dom patterns, London Bridge</li> <li>C-G Chromatic</li> <li>Learn Mexican Hat Dance and Frère Jacques</li> </ul> <p><b>Rote Song Procedure Presentation</b></p>	<p><b>OCT 3 - UNIT 4A (TI-LA)</b></p> <ul style="list-style-type: none"> <li>Breathing Gym: ex. 12</li> <li>Chops 5a, 5b, &amp; 5c</li> <li>Learn This Old Man and Sea Chantey</li> <li>Reading: #38, 45, 46</li> <li>C-G Chromatic (ascending &amp; descending)</li> </ul> <p><b>reminders:</b></p> <ul style="list-style-type: none"> <li>Lesson Project completion due by <b>FRI, OCT 12.</b></li> </ul>
<p><b>week 8</b></p>	<p><b>OCT 8 - UNIT 4A (TI-LA)</b></p> <ul style="list-style-type: none"> <li>Chops 5a</li> <li>Students 1-8 teach He's Got the Whole World</li> </ul> <p><b>reminder:</b> Playing Test #2 due by FRI, OCT 19</p>	<p><b>OCT 10 - UN IT 4A (TI-LA)</b></p> <ul style="list-style-type: none"> <li>Chops 5b</li> <li>Students 9-15 teach America</li> </ul> <p><b>reminders:</b></p> <ul style="list-style-type: none"> <li>Lesson Project completion due by <b>FRI, OCT 12</b></li> </ul>



		<ul style="list-style-type: none"> <li>Playing Test #2 due by FRI, OCT 19</li> </ul>
<b>week 9</b>	<p><b>OCT 15 - UNIT 1B (MI-RE-DO)</b> * New Instruments</p> <p>Breathing Gym: ex. 12 First sounds: 6 seconds, 4x4, 222 Finger:</p> <ul style="list-style-type: none"> <li>3-note tonal patterns (VA: finger &amp; sing)</li> <li>steps &amp; jumps</li> <li>3-note zig-zag scale</li> <li>3rds</li> <li>HCb, Pierrot, Major Duple</li> </ul> <p><b>Harmonic Series Presentation</b></p> <p><b>assignment:</b></p> <ul style="list-style-type: none"> <li>Harmonic Series Worksheet #1 due in class on MON, OCT 22</li> </ul> <p><b>reminder:</b> Playing Test #2 due by FRI, OCT 19</p>	<p><b>OCT 17 - UNIT 2B (DO-FA)</b></p> <p>Breathing Gym: ex. 13 Buzz Chops: 2a &amp; 2b Play:</p> <ul style="list-style-type: none"> <li>6 seconds, 4x4, 222</li> <li>steps &amp; jumps</li> <li>3-note zig-zag</li> <li>3rds</li> <li>We Will Rock You</li> <li>Lean On Me</li> </ul> <p>Finger:</p> <ul style="list-style-type: none"> <li>5-note scale</li> <li>Tonic arpeggio</li> <li>Ode to Joy</li> <li>Saints</li> </ul> <p><b>assignment:</b> Harmonic Series Worksheet #1 due in class on MON, OCT 22</p> <p><b>reminder:</b> Playing Test #2 due by FRI, OCT 19</p>
<b>week 10</b>	<p><b>OCT 22 - UNIT 3B (TI-SO)</b></p> <p>Breathing Gym: ex. 14 Chops: 3a &amp; 3b 5-note scale Tonic-Dom arpeggios 3rds to SO Tonic-Dom patterns (VA: finger &amp; sing; play from solfege) Ode to Joy, Saints</p> <p>Finger: Lightly Row Cuckoo Savage Skills: #21, 26, 27</p> <p><b>Fingerings/Positions Presentation</b></p> <p><b>reminder:</b> Worksheet #1 due in class today.</p>	<p><b>OCT 24 - UNIT 3B (TI-SO)</b></p> <p>Breathing Gym: ex. 15 Chops: 3a &amp; 3b Review 5-note fundamentals Tonal Patterns in familiar &amp; unfamiliar orders (play from solfege; play/play) Play Lightly Row &amp; Cuckoo w/bass line Savage Skills: #28, 29, 30</p> <p>Finger: Saints &amp; Jingle Bells</p> <p><b>reminder:</b> Worksheet #2 due in class MON, OCT 29</p>

	<p><b>assignment:</b> Worksheet #2 due in class MON, OCT 29</p>	
<b>week 11</b>	<p><b>OCT 29 - UNIT 3B (TI-SO)</b></p> <p>Breathing Gym: ex. 15 &amp; 16  Chops: 5a, 5b, &amp; 5c  Review 5-note fundamentals and rote songs  Tonal Patterns in unfamiliar order (play/play)  Add harmonies and rhythmic accomp to Cuckoo  Savage Skills: #36, 50, 51</p> <p><b>reminder:</b> Worksheet #2 due in class today</p> <p><b>assignment:</b> Worksheet #3 due in class MON, NOV 5</p>	<p><b>OCT 31 - UNIT 3B (TI-SO)</b></p> <p>Breathing Gym: ex. 17 &amp; 18  Chops: 5a, 5b, &amp; 5c  Review Unit 3 fundamentals and rote songs  Savage Skills: #38, 52, 53</p> <p><b>Rehearsing Notation Presentation</b></p> <p><b>reminder:</b> Worksheet #3 due in class MON, NOV 5</p>
<b>week 12</b>	<p><b>NOV 5 - UNIT 4B (TI-LA)</b></p> <ul style="list-style-type: none"> <li>• Breathing Gym: ex. 1-2-3</li> <li>• Chops: 5a, 5b, &amp; 5c</li> <li>• Scale up to LA - down to TI</li> <li>• Tonic-Dom arpeggios</li> <li>• Thirds up to LA</li> <li>• London Bridge</li> <li>• This Old Man</li> </ul> <p><b>reminder:</b> Worksheet #3 due in class today.</p> <p><b>assignment:</b> Worksheet #4 due in class WED, NOV 14</p>	<p><b>NOV 7 - UNIT 4B (TI-LA)</b></p> <ul style="list-style-type: none"> <li>• Breathing Gym: ex. 4-5-6</li> <li>• Chops: 6a &amp; 6b</li> <li>• Mexican Hat Dance</li> <li>• Sea Chantey</li> <li>• Savage Skills: #55A, 55B</li> </ul> <p><b>reminder:</b> Worksheet #4 due in class WED, NOV 14</p>
<b>week 13</b>	<p style="text-align: center;">VETERANS DAY no class</p>	<p><b>NOV 14 - UNIT 4B (TI-LA)</b></p> <p>Breathing Gym: ex. 7-8  Chops: 5a &amp; 6a  Review Unit 4 fundamentals, rote songs, and reading</p> <p><b>reminders:</b></p> <ul style="list-style-type: none"> <li>• Worksheet #4 due in class today.</li> </ul>

		<ul style="list-style-type: none"> <li>Students 1-8 teach in class on MON, NOV 19.</li> </ul> <p><b>assignment:</b> Worksheet #5 due in class MON, NOV 19.</p>
<b>week 14</b>	<p><b>NOV 19 - UNIT 5B (Eb major/C minor)</b></p> <ul style="list-style-type: none"> <li>Breathing Gym: ex. 2 &amp; 11</li> <li>Chops: 6a &amp; 6b</li> <li>Scale up to FA - down to SO</li> <li>Tonic-Dom arpeggios</li> <li>Tonic-Dom patterns (AO, VA)</li> <li>Old MacDonald</li> </ul> <p><b>Students 1-8 teach from notation in Concert Eb major.</b></p> <p><b>reminders:</b></p> <ul style="list-style-type: none"> <li>Worksheet #5 due in class today.</li> <li>Students 9-15 teach in class on MON, NOV 26.</li> </ul> <p><b>assignment:</b>Digital Binder due in class WED, NOV 28.</p>	<p>THANKSGIVING no class</p>
<b>week 15</b>	<p><b>NOV 26 - UNIT 5B (C minor)</b></p> <p>Breathing Gym: ex. 14 &amp; 16 Chops: 7a, 7b, 7c Scale up to FA - down to SI Tonic-Dom arpeggios Tonic-Dom patterns (VA, play from solfege)</p> <p><b>Students 9-15 teach from notation in Concert C minor.</b></p> <p><b>reminder:</b> Digital Binder due in class WED, NOV 28.</p>	<p><b>NOV 28 - UNIT 5B (Eb Major)</b></p> <p>Breathing Gym: ex. 2 &amp; 15 Chops: 7a, 7b, 7c Concert Eb Major:</p> <ul style="list-style-type: none"> <li>Scale</li> <li>Tonic-Dom arpeggios</li> <li>Thirds</li> <li>Tonic-Dom patterns</li> <li>Bingo</li> </ul> <p>Concert C minor:</p> <ul style="list-style-type: none"> <li>Scale</li> <li>Tonic-Dom Arpeggios</li> <li>Thirds</li> <li>Tonic-Dom Patterns</li> <li>Joshua</li> </ul> <p><b>reminder:</b> Digital Binder due in class today.</p>

<p><b>week 16</b></p>	<p><b>DEC 3 - UNIT 5B (Eb/Cm)</b></p> <p>Breathing Gym: ex. 18 &amp; 15  Chops: 7a, 7b, &amp; 7c  Concert Eb Major:  Scale, Tonic-Dom Arpeggios, Thirds,  Tonic-Dom Patterns  Old MacDonald  Bingo  This Little Light of Mine  Savage Skills: #59, 64</p> <p>Concert C minor:  Scale, Tonic-Dom Arpeggios, Thirds,  Tonic-Dom Patterns  Wayfaring Stranger  Joshua  Savage Skills: #83</p>	<p><b>DEC 5 - "Parent Night" Concert</b></p> <p>Demonstrate:  Breathing Exercises  Scales &amp; Fundamentals  How to learn a new song  How to read music  How to assess mastery  How to build an arrangement</p>
<p><b>Final Exam</b></p>	<p>Playing/Teaching Finals by appointment</p> <p><b>UF assigned exam time:  TUE, DEC 11 8:00-10:00 PM</b></p>	