

COURSE SYLLABUS MUE 2452 WOODWIND SKILLS 2

Spring 2020

MON and WED 5th period

MUB 121

INSTRUCTORS

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

Bassoon Module: Kayleigh Bagley bagley.kmae@ufl.edu & Dr. Shannon Lowe slowe@arts.ufl.edu

Saxophone Module: Mia Gazley mgazley@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. Fifth Edition, 2016.

Wolfe Jensen, Kristin. Music and the bassoon. www.musicandthebassoon.org

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

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

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:

Auerbach, Jennifer and Sally Bohls. Beginner Class Boot Camp: A Double Reed Classroom Method. Bocal Majority: Texas, 2016.

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, CA, 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, CA, 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: NY, 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 Micro-lesson, 25%

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. Students will attend 27 class periods during the course of the semester. There will be no final exam.

First Class Meeting, January 6

At the first class period, students will be divided into two Cohorts.

COHORT 1 will study the instruments in this order: Oboe, Saxophone, Bassoon

Module 1 - Oboe
JAN 8, 13, 15, 22, 27, 29
FEB 3, 5, 10

Module 2 - Saxophones
FEB 12, 17, 19, 24, 26
MAR 9, 11, 16, 18

Module 3 - Bassoon
MAR 23, 25, 30
APR 1, 6, 8, 13, 15, 20

COHORT 2 will study the instruments in this order: Bassoon, Oboe, Saxophone

Module 1 - Bassoon
JAN 8, 13, 15, 22, 27, 29
FEB 3, 5, 10

Module 2 - Oboe
FEB 12, 17, 19, 24, 26
MAR 9, 11, 16, 18

Module 3 - Saxophone
MAR 23, 25, 30
APR 1, 6, 8, 13, 15, 20

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

Bassoon Module

Day 1: Bassoon assembly, key names, reeds, embouchure; correct posture and hand position; basic care and maintenance; Guidelines for Beginning Bassoon Micro-lesson 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 Micro-lessons (entire class)/Written Test Due

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

Adjustments and corrections to the syllabus will be communicated via email.

MATERIALS AND SUPPLY FEE

\$48.78

COURSE EVALUATION

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/>

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 who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <http://disability.ufl.edu/students/get-started>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester

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